Canadian Home Economics Journal

July 1978 Volume 28 No. 3

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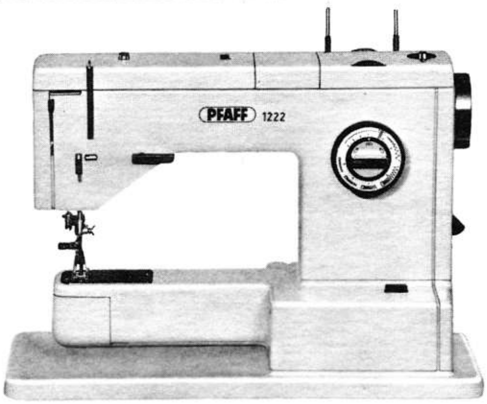

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Canadian Home Economics Association

Message Of The President

This is the last issue of the Journal during our term of office and the Executive join with me in saying to the membership how much we have enjoyed serving you over the past two years. In many ways the first year was a learning experience and it has been only in this second year that we have felt we have been able to make any significant contribution to the Association. We leave office not so much with a great sense of accomplishment as with a host of recommendations and suggestions to the membership at large and to the incoming Board and Executive.

We have become convinced that unless we get grass-roots participation in our organization we are going to expire quickly from root rot. Individual members must find a way to feel a part of the decision-making process.

We believe that the Standing Committees of the Association are the key to its organization. We do not feel that these committees are giving the leadership that they should. A flurry of activity around "annual report" time does not constitute a professional interest in the discipline.

We believe that our Association should be speaking to issues that are related to our concerns with the quality of life. We believe that other organizations with the same concerns should know we exist and should seek our opinion. In the same way we should be seeking theirs. This happened this year when we worked on a brief on Canada's Food Policy.

We believe that our organization should strengthen its international connections. Our profession has a great deal to contribute to the needs of the developing world and our international relations are vital to this service.

We believe that we should be concerned with the definition of ourselves as professional persons and with the maintenance of our professional knowledge and skills.

These are where we feel the thrusts of the Association's endeavors should go in the next few years. We look forward to being around and helping with the push.

Thank you for giving us the opportunity to work for the Association. Good wishes to the incoming Executive.

Your president,

Doris R. Badir

Doris Badir for Executive

Dr. Ann Harvey discusses the report of the Structure Committee, of which she is chairman, with President, Mrs. Doris Badir and Vice President, Mrs. L. St. Onge.

International Federation of Home Economics

Canadian Representation at Council meeting, Sligo, Ireland July 15 - 22, 1978

Home economists have special capabilities for affecting changes in life style both at home and abroad. There is a continuous need to re-order the relationships both within the family and within the larger community so that adequate food, clothing, shelter and human understanding be increased for all. It is with this in mind that the International Federation of Home Economics links its association with its national sister organizations in order to facilitate cooperative exchanges, and follow-up action on issues which affect the quality of life.

The C.H.E.A. representatives or their proxies will attend the council meeting this year in Sligo, Ireland where we will be hosted by the staff of St. Angela's Teacher Training College. Representatives from all member associations will attend. The setting, in the heart of the countryside, immortalized by Ireland's greatest poet, W.B. Yeats, lends itself for thought and planning.

Topics for discussion at this meeting will include, such issues as, the year of the child, home economics programmes, rural development and the role of the home economist. Plans for a Western hemisphere meeting in 1979 in Guatemala will be finalized as well as the decision on the themes and the organization of the 1980 International Conference in the Philippines.

A complete report of the "Irish" conference will appear in the fall issue of the journal.

C.H.E.A. LIAISON OFFICERS WITH I.F.H.E.

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A Response to the Closet Home Economist

Betty Crown
Associate Dean
Faculty of Home Economics
University of Alberta

Having had the opportunity to read Jennifer Welsh's letter in the April, 1978 issue, I wish to respond to a few points made. My desire to do so stems partly from the fact that I, too, for a brief period earlier in my career, was what she has called a closet home economist, preferring to be called a textile scientist. Fortunately, however, I soon realized that this approach did nothing to solve the identity problem which confronted me.

I have gradually developed a great appreciation of the potential of home economics for service to humankind. I realize, however, that my own understanding and pride of profession will do little to change the public image of the home economist. If I want that to happen, I must do something to help make it happen.

I do not share Ms. Welsh's concern about our loyalty to a social institution. Even institutions evolve, and if we adopt the widest possible interpretation of that institution, we need not be seen as an anachronism. Further, I do not think that home economists see their mission in terms of family simply because "family" is what we study. Rather, we study the family and its environment in order to better fulfil our mission. Of course we are interested in individuals , but individuals are members of various social systems. The system upon which we focus is the family, while other institutions such as the school, the church or even business may be the focus of other professions.

what mission

I simply cannot agree that our loyalty to family supports any accusation by

we limit ourselves as much by focusing on the family as teachers do who focus on the school.

feminists that we are their enemy. In fact, this is one area in which home economists in Alberta, both as individuals and through AHEA, have **done** something to increase the public's awareness of our role and goals. Because we see the family in a broad perspective and in terms of today's society, we have actively supported attempts to change matrimonial property laws and other laws which affect the role and welfare of women. We have also been active in attempts to improve the quantity and quality of day care in our province. Many home economists are active members of organizations which aim to improve the status of women. Thus, we have been trying to help "people realize quality of life in a broader sense." Of course we could still do more!

Regarding the possibility of professional registration, I must agree that by itself registration will not (cannot) add stature to our profession. It must be accompanied by a genuine desire on the part of members to serve society. I do believe, however, that if desired, a professional act can be written which will protect the consumer or client, if we take into account the many valid criticisms of the self-regulated professions as they presently exist.

Finally, although I have disagreed with Ms. Welsh on some points, I share her concern for the development of our profession, and thus wish to thank her for challenging us to think about the issues she has raised.

A Tribute to Professor Marjorie Guilford, M.Sc.

Professor Marjorie Jessie (Madge) Guilford, a teacher, colleague and friend to many, died in Cheltenham, England on February 8, 1978. She was on sabbatical leave from her position as Assistant Dean of Home Economics, University of Saskatchewan. She had visited two of the many home economics teaching institutions with which she had been in contact.

Professor Guilford was born in 1917 in Clearwater, Manitoba, where her father farmed. She attended a one-room school and relied on correspondence courses in the upper grades. In 1949, she graduated in home economics from the University of Manitoba and returned to obtain a diploma in education in 1946. Her Master's degree was from Columbia University. Her area of specialty was Clothing and Textiles.

During the years between her studies in home economics and education at the University of Manitoba, she was assistant Home Editor with the Country Guide and, following that position, nutritionist with the Manitoba Branch of the Canadian Red Cross.

In 1946 she joined the faculty of Macdonald College of McGill as lecturer in Home Economics and later held a similar position at Macdonald Institute in Guelph. She joined the faculty of the College of Home Economics, University of Saskatchewan, as assistant professor in 1956, becoming associate professor in 1962. She was acting-dean twice, and in 1976 became assistant dean. As senior member of the Faculty, she provided a reference point and appropriate supports for both faculty and staff. Her professional — but down-to-earth-assessment of situations within the College and on the campus was an important contribution to the University community.

Professor Guilford was active in the Canadian Home Economics Association serving terms as chairman of the textiles committee and business manager for the CHEA Journal. She was a past-president of both the Saskatchewan and the Saskatoon Home Economics Associations.

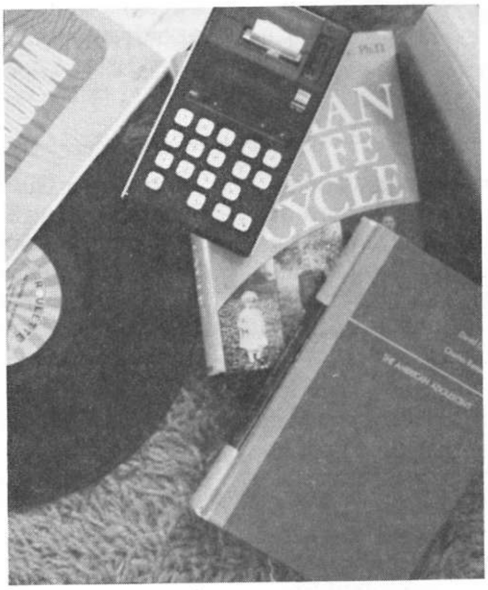
Professor Guilford was an active member of St. James Anglican Church. Other activities she enjoyed were weaving, sewing and cross-country skiing.

Perhaps it was her personal integrity that let so many of us relate to her easily and comfortably and made her so approachable to both students and colleagues. Many close friends will miss her, not only on the campus and in the city, but in far away places including Australia and Britain. Her friendships were sincere and deep. Her family included her brother, Frank, her sister-in-law, Kae, in Clearwater, six nieces and nephews, and cousins in Cheltenham and Painswich.

Focus On The Adolescent

I don't much care to know what my grandfather was,
I am much more concerned to know what his grandchild
will grow up to be.

Lincoln.



Adolescence is a descriptive term for the period during which a teen aged, emotionally immature individual of limited experience approaches the culmination of his physical and mental growth. Potentially an adult, he still plays the role of an inexperienced child, molded and restricted by the culture in which he lives. In its nonphysical aspects adolescence is culturally determined and represents a period of difficult adjustment if the environment is an unduly restrictive one.

John E. Horrocks

The Health and Physical Development of the Adolescent Student*

G. Audrey Griffiths, M.D.

From the dawn of history, society has been acutely conscious of the health — mental, and physical of adolescents; yet there is no recognized medical specialty concerned with it **per se.** Shortly after the war, one of my surgical teachers, Major-General W. Ogilvie wrote a paper (1) urging the establishment of the specialty, Ephebiatrics, analogous to the specialties of paedoatrics and geriatrics. He felt the medical care of youth was as important, and as different, from general medicine, as that of infants or the elderly. His pleas fell on deaf ears and adolescents continue to be admitted to children's wards in hospitals, where they feel disparaged, or to adult wards where they are regarded with some suspicion or even dislike by their fellow-patients. As medicine moves away from "organ specialty" to family medicine, perhaps, the peculiar needs of the adolescent will receive more attention and ephebiatrics will come into being. General Ogilvie coined the name from the Greek "EPHEBOS" — the youth about to enter military service. In ancient Greece, he was closer in age to our cadets than to our new military recruits. The name suggests awakening, the beginning of the powers of manhood, the striving for identity in the adult society, the farewell to childhood. Most of Greek education was concentrated upon these years, for they were recognized as the time of maximal growth, both physically and intellectually, the time when the most good, or the most harm, could be done by diet, discipline, instruction, and companionship. Something of the same awareness of this period of life as crucial, motivated the medieval habit of sending young gentlemen to the best available households as squires, and young artisans to homes of master craftsmen as apprentices.

In the nineteenth century, the British public schools attached much importance to their Remove Forms, the years when the student removes from the rigidly prescribed elementary curriculum to the dignity of the self-governing sixth form. Outside the wealthy public school, education — if it existed at all — ceased at twelve and the adolescent was ruthlessly exploited by industrial forces. At the beginning of this century, the youth recruited for the Boer War were in such poor physical shape that the school medical service was instituted in Britain, and interest focused upon the Ephebos again; this time including girls as well as boys.

Historically, there seems to have been less concern for the welfare of girls. With marriage the only career, they were regarded as "old enough when big enough" and, therefore, to be segregated in convent, great Dame's household or ladies' school until big enough. Romance centres about the fourteen-year-old Juliet, but rather less romantic, is the practical wisdom which would sacrifice the adolescent's first baby when obstructed labour occurred, in the hope that she would have completed her development before the sec-

ond delivery. This is still the pattern in the emerging nations.

Since General Ogilvie's plea for more attention to the Ephebos, a whole literature has grown up about "teenagers," most of it problem-oriented. In reaction to the nineteenth century industrial exploitation of youth, we have kept adolescents, outside the labour force, in schools which have been charged with responsibility for their total well-being. They have been segregated from the adult world, blamed for the results of a blatant exploitation of youth, this time as consumers rather than producers. Adults are half fearful of the teen-age culture and speak of a generation gap as a reason for ignorance and apathy. We are all too well aware of the difficulties of the middle school and are looking for ways to humanize it. Hence, no doubt, your request for me to speak on the health and development of the adolescent. Let me deal with development first, then mortality, morbidity, and come to health last.

Somewhere between the age of ten and fifteen in girls, and between twelve and seventeen in boys, a great spurt in physical growth occurs accompanied by increased appetite, greater need for sleep, and poor coordination of muscular movements. This is very similar to the growth spurt which occurs between the ages of one year and three, and tends to be accompanied by some of the negativism and erratic behavior(2) which has earned that period of life the title "the terrible two's," but, naturally, with the symptoms magnified in proportion to the size of the child and his opportunities for expression. The anterior pituitary gland is the initiator of this growth spurt, which once started follows a predictable pattern of increased body size, changed facial proportion, growth of axillary and pubic hair, alteration of pitch of voice, leading to onset of menstruation in girls and to spermatogenisis in boys. The whole sequence takes about three years, so any class based upon age grouping will have an enormous range of bodily shapes and sizes within it. Since these changes are literally the most vital concern of the young adolescent, and even if understood intellectually, certainly not smoothly integrated into the body image, there is great scope for misery. One need only think of the boy whose breasts are fat and unevenly fat; the girl taller than 5 feet 6 inches when her classmates are about 5 feet 0 inches; the shrimp of sixteen who is small and sexually undeveloped when his classmates are rivalling Hercules and Don Juan — at least in locker room talk. Reassurance that all these variations are normal is small comfort to the child living in ridicule. Yet, one can do nothing about it. Hormones are responsible for this growth spurt, but not well enough understood to provide a control therapy. Work on increasing height and weight in under-developed children is under way in three centres in Canada, so perhaps we are close to a breakthrough.

As the body changes in bulk, function, and control, the cardio-vascular system may be as out of step as the boy's breaking-voice, and low blood pressure is so common as to be almost normal; but it does not feel normal to the husky lad who faints, to the girl who has dizzy spells. They are both convinced they are suffering from serious heart disease. They may feel weak in the morning, unable to face a proper breakfast, famished at noon or four o'clock, and so they gorge themselves on junk food, with the result that they cannot eat the balanced meal their anxious mothers provide at supper time. A vicious circle is set up leading to malnutrition, even in good homes where both parent and child know the Canadian Food Rules. Lest you think I exaggerate, refer to the study of Nutrition carried out by the Federal Government in 1973. (3) This showed anaemia, low calcium levels,

low protein levels, and overweight in the majority of teenagers, worse in low economic groups but by no means confined to them. Pre-natal mortality is closely related to maternal nutrition before and during pregnancy and, again, is disproportionately high in the babies of teen-age mothers, even after correcting the figures for other variables.

More has been written about the psychology of adolescence than about the physical changes, but it is undesirable to make an aritificial distinction between psyche and soma, especially at this age. The over-development of the sebaceous secretions occurs so often that acne is almost the rule, yet it is a powerful cause of inferiority and depression. Certainly, it is aggravated by the poor diet I have alluded to, and by either infrequent washing in rebellion against family standards,or too frequent shampooing and too zealous use of cosmetics. The poor teenager can't win. The awakening, the dawning of the powers of maturity lead the youth to seek for adventure, to indulge in passionate hero worship, and to test out his own endurance. Given the body's patchy incoordinated response, this will lead to reckless feats and indifference to pain alternating with laziness, apathy, and self-doubt. Parents and teachers are bewildered by inconsistencies, but how much more so the teenager himself to whom all this is so new and inexplicable. This is the age of guilt and self-doubt, when the youth worries over mental and physical defects, often imagined or distorted out of proportion to reality.

The statistics of mortality in the adolescent years are interesting, the main causes of death having changed from infectious disease, especially tuberculosis in the early years of this century, to accident and suicide. (4) It is important to note that there has been a real increase in both of these latter causes of death, not merely a relative one due to the conquest of infectious disease. Accidents may be due to the adventurousness of youth combined with unrealistic assessment of their physical condition, but the increasing suicide rate must cause us to consider whether environmental factors are not pressing unduly hard upon our young people. If so, what can schools do to prevent this loss? *(Report of the Task Force on Suicides to Minister of Social Service & Community Health. May 1976.)*

The morbidity statistics are perhaps more informative. Leaving aside "minor" conditions like acne, dysmenorrheoa, insomnia, and mild dyspepsia, the illnesses typical of adolescence are schizophrenia, anorexia nervosa, and mononucleosis and some of the diseases of adulthood. Increasingly among the latter are gallstones, peptic ulcers, venereal disease, and obesity. Two, perhaps three, of these are stress-related illnesses, and all are closely correlated with civilization. That is to say, they are related to lifestyles characterized by too little exercise, too much highly refined food, too much sugar, too little fibre, low incidence of breast feeding, early ingestion of cereals, and diet high in animal fats. However, it is easy to relate these factors to morbidity, less easy to work out the precise relations between them. Mononucleosis is a virus disease particularly common in adolescents, but the reason for this is not known. Anorexia nervosa is a condition in young girls where loss of appetite leads to extreme weakness and absence of menstruation. The cause appears to be a renunciation of all processes involved in growing up and is, therefore, a mental disease, but it is difficult to treat and often causes death. The complications of pregnancy are a common cause of ill health in adolescence, and therapeutic abortion is becoming increasingly a cause of hospitalization at this age. Medicine tends to deal with crises, but much morbidity in the middle school years is functional in nature, that is to say, due to concern with

the behavior of some organ or system, rather than with structural changes in it, and is made worse by worry over symptoms and lack of confidence in body function. This is where health teaching is important, and largely being mishandled. The public has been taught to expect a chemical remedy for any feeling of unease or distress, but not to look for causes and to remove those causes. For example, a headache is treated with aspirin not with a warm bath and instruction in relief of tension in the neck muscles. Mild palpitation is treated with tranquilizer pills, not with a course of exercises to train and tone up the cardiovascular system. Dysmenorrhea is treated with analgesics and rest, rather than warmth and rhythmic exercise. Every time a pill is prescribed to treat a minor condition, the lack of faith in the body is reinforced, an opportunity for health teaching is missed and a tendency to hypochondria is encouraged. Too little emphasis is put upon the long-term dangers of smoking, and hangovers are rarely recognized in teenagers, despite increasing evidence of juvenile alcoholics in our schools. If a child comes to school "high" or intoxicated by "street" drugs, he risks expulsion and criminal charges, but tobacco and alcohol are only mildly deplored. Here, school is merely mirroring the larger community, but should it not strive to do better? If the Greeks were right in thinking this the most crucial period of development, there can be only one answer.

At this year's Canadian Education Association convention, Dr. R. C. Goode (5) described work he has been doing on physical exercise in teenagers. He introduced his paper by asking in what subject did children actually deteriorate during their school years? The answer is in physical development. Until grade four, North American children are as strong, agile, and capable of physical work as any in the western world; but thereafter they deteriorate. He found girls on a Toronto competitive swim team who did not have the strength in their arms to lift their own body weight out of the pool. All measures of muscular strength in teenagers were below average when compared with their European peers, and measure of cardiovascular efficiency were even lower. After a series of experiments in training at various ages, he concluded: "Activity in the growth phase (that is, the prepubertal growth spurt) was more contributory to optimal development than the same activity before or after the growth phase." This led him to examine the actual use made of physical training periods in the middle-school years. He was dismayed to find an average of two, forty-minute periods per week, but much of this time wasted in changing clothes, showering, combing hair, etc. Even the time spent in the gymnasium was too often spent listening to instructions, waiting in line or doing activities which increased heart rate and breathing little if at all. Dr. Goode has found that, to have a training effect, activity must increase the heart rate of teenagers to 150 beats per minute and continue for three minutes. (6) He has worked out tables of similar effective activity at other ages, but these need not concern us here. He teaches children to monitor their own pulse rate, counted at the neck, and increase their rate of exercise until this heart rate is reached. His rule of thumb to avoid overexertion, is that one should be able to speak while exercising. Now many children have never exerted themselves to this extent, they are not familiar with the sensation of "the second wind" nor the exhilaration which follows bodily work. Instead, they are alarmed by a rapid heart rate, by gasping respiration, and giddiness; and avoid ever repeating the experience. They feel physical exercise is not for them, and our daily routine is unlikely ever to bring reserves of strength into play. This is one base of heart attacks at increasingly earlier ages. So, Dr.

Goode charges the schools with the development of adequate cardiovascular reserves and sufficient physical strength in both upper and lower limbs to lift one's own weight, surely quite modest standards of fitness. Once the feeling of distress on exertion is overcome, the student begins to develop a love of activity and will seek rather than avoid it. Only when this state is reached, is there any hope of activity continuing beyond the school years. Unfortunately, our schools too often seem to put students off any kind of exercise. So what should we do to help our young people develop to their potential? First, physical conditioning which gives faith in the body's power to meet challenge, then a teaching of nutrition based on actually making good food available and restricting the supply of sugar, fat, salt, and carbohydrate; next an acceptance of feeling both sexual and emotional, and above all optimism. It may be necessary to actively teach against the consumerism and exploitation promoted by television and other media, to play down passive amusement, and to avoid the problem-orientation of the social studies curriculum and much modern literature. Adolescents are quick enough to despair of setting the world to rights without us slanting everything to the dangers in our environment and destiny, and overlooking the progress made by civilized mankind. The O.E.C.D. examiners were concerned about the Canadian attitude to manual work — "something to avoid at all costs." Can we correct this attitude without going as far as China and making half of each school day manual work for its own sake? Were the Spartans so wrong with their hard work, cold baths, and survival rations? The same idea inspires such programs as Outward Bound. Perhaps, this type of activity should be our core curriculum. The middle school should be able to assume competence in basic subjects, "the 3R's" in children coming from the elementary school; but if this is not so, should undertake remedial teaching at once. Upon this basis should be built an understanding of elementary chemistry, biology, and psychology sufficient to make health teaching in nutrition, child care, and household management an exciting subject and not a jumble of repeated rules divorced from daily life. Does this sound like an idle dream? The popularity of "back to nature" books and religions surely proves that young people are crying out for this kind of instruction. If language arts dealt in adventure stories, and social studies concentrated on world potential not "problems," and mathematics were applied to economics and energy supply, we might hear less about boring, irrelevant studies and find more students pursuing knowledge for its own sake. If school gave more support to all, especially to those given to pessimism and passivity, we might teach "The Catcher in the Rye" as an example of teen-age sensitivity and idealism, not of mawkish rebellion and profanity.

((This article was presented to the Banff Conference on the Middle School Years, November 11, 1976)

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Hey!
Hey!
Anybody Listening? An Inside Look at Parent-Adolescent Communication*

Dianne K. Kieren, Ph.D.
Associate Professor and Chairperson
Division of Family Studies
Faculty of Home Economics
University of Alberta

A popular folk song states:

> *"Hey, hey anybody listening*
> *Hey, hey anybody there*
> *Hey, hey anybody listening*
> *Anybody care?"*
> *(Marsh and Avery, 1967)*

This verse describes the state of parent adolescent communication whether from the parent's or the adolescent's perspective. Keeping the lines of communication open during the adolescent period appears to be a challenge for the parent - adolescent relationship. While many authorities have sought to provide a formula for successful parent adoles-

cent communication, no one source has been adequate. Knowledge of parent and adolescent development, societal change and family dynamics provide some insight but it has been ably demonstrated that no one expert opinion is adequate for attaining the goal of open parent-adolescent communication. Parents and adolescents in each family provide the unique clues to unveiling the mystery of communication in their relationship. This article will explore some of the factors which influence communication between parents and their adolescent children and will offer yet another tentative (1) avenue for parents and adolescents to experiment within their problem solving deliberations.

ADOLESCENCE IN THE SEVENTIES

In some ways, adolescence in the seventies is no different from adolescence in the past. It still is a transition period between childhood and adulthood in which youth are faced with rapid physiological changes which include intense emotional responses. It still is a time when there is an obvious gap between parent and adolescent ages, physical abilities, and attitudes. On the other hand, adolescence in the seventies is different from the past in that rapid technological change has created situations which challenge both parents and youth. Parents have no more expertise in dealing with our rapidly changing environment than do their children. These conditions create a situation which increases the instability of day-to-day living in families. Liljestrom (1977) wrote an interesting article asking whether children are better off in post-industrial society. She suggests that the blessings are indeed mixed.

(1) As a family studies professional with pre-adolescent children, personal as well as professional arguments favor tentative recommendations.

Physical mobility, which in Canada sees more than one out of four Canadian families moving each year, can lead to high demands for adaptation and readjustment within the family. While adaptation demands may be only occasional for some families, in others they are so continuous as to create feelings of permanent alienation. High mobility creates little opportunity for adults to become familiar with their new environment and thus makes them unable to share that aspect of their adult life with their adolescent children. Liljestrom describes the isolation of families in such a mobile society as privatization of family life. Families are privatized in that they deliberately develop and nurture an anonymity and indifference to the persons or things in the immediate environment outside of their family. The result of such privatization is to disallow the development of social networks with neighbors and friends as support systems for family members.

Adolescents today have fewer useful functions to fulfill in family or society than they did in the past. They are isolated from their parents' work and even from the larger society's work sector. High unemployment rates for young people attest to the fact that adolescents have few if any jobs which count as far as the survival or sucessful functioning of their family or the larger society.

In addition to the above factors, today's adolescents are faced with a great deal of ambivalent reaction from adults. On the one hand, youth is viewed as a period to be idolized whereas on the other hand it is decried as a time of irresponsibility and rebelliousness.

All of these aspects of adolescence in the seventies place strains on the potential for parents and adolescents to develop an intimate relationship — one which is characterized by trust, openness and genuine sharing.

PARENTS AND ADOLESCENTS LIVE IN FAMILIES

Adolescence occurs within the context of a family environment. This family is a system. By that is meant it is a collection of interrelated and interacting individuals. A system has certain properties. One is that it is more than the sum of its parts. **Interaction** between individuals in a system creates a unique quality. Every system has **boundaries** which are defined by those who make up the system. In families, a boundary identifies who is labeled family and who is not, determines levels of privacy of each person, establishes expectations for members of the group and determines how much intrusion will be allowed into the system. Systems may be viewed as being **open** or **closed.** An **open** system allows input from and output to the outside. The advantages are availability of more ideas and insights, greater possibility for checks and balances on family behavior, greater variety and increased vitality. **Closed systems** limit the amount of input and outflow of information to and from the system. The closed system has greater opportunities for control of system behavior and the type and amount of information dealt with. It also may have less conflict in that fewer situations are allowed to be viewed as ones with a wide variety of choice. Closed systems however limit the variety of information and may have less flexibility. Families may operate as either open or closed or some variation of these two types. Systems also have a set of **rules** which govern the operation of the group. Information may come to systems from outside or inside the group. A reaction or change in one part of a system usually leads to a change in another part of the system.

A systems view of the family is a useful one to view parent-adolescent communication. For one thing, it makes the observer aware of the interdependence of each person in the family. The changes which the adolescent is experiencing should be expected to bring about change in the other members of the system and the system itself. Likewise any changes in the parents themselves or their relationship may have a similar effect. For another, the level of functioning of a family including the definition of boundaries, openness or closedness and the specification of rules influences the nature of interaction between members of that system. Lastly, a systems view of a family is dynamic. A family grows and changes and this is a mark of its viability or nonviability. Change is a natural part of the dynamics of any system as it moves through the life cycle. The imbalances created by new situations in the lives of members of the system must be responded to in some fashion and the responses made determine the nature of the growth of the system.

THE PARENT AND ADOLESCENT AS DEVELOPING INDIVIDUALS

Several authors have suggested that parents and adolescents are alike in that both are coping with an identity crisis associated with their sexual life, personal or family roles, authority, emotional adjustment or values (Rice, 1975; Burr, 1970). Parents cry plaintively that the master plan must somehow have been in error to saddle middle aged parents with adolescents — middle age being the time when parents themselves are asking questions about personal identity, accomplishment in work and family and future plans. Rice (1975) has outlined the following as common crises that parents and adolescents must deal with: sex identity crisis, crisis of roles, authority crisis,emotional reorganization and value reassessment. What differentiates the nature of the crises for parent and adolescent is the particular point of life that it occurs in and the coping mechanisms available. The middle aged parent has

had enough experience with life and enough evidence of success or failure in those life experiences to see these crises in much less idealistic ways. The adolescent, on the other hand, is more idealistic and thrilled with the newness and challenge of these situations. Because successful parenthood hinges largely on observable things like child behavior and achievements or lack of them, parents have large stakes not only in their own handling of these crises but in how their adolescents cope with the challenges.

PARENT- ADOLESCENT RELATIONSHIP

Today's parent has good reason to express insecurity about the role. Our specialized society has demanded that the family in turn become more specialized. The family is expected to function as an intimate unit which can provide for all the needs the other sectors of society fail to provide — love, intimacy and non-competitive security and solace. These are high demands for the parent-adolescent relationship and because of the lack of other natural adult support systems, the parent youth relationship stands as the only one available to provide this important source of love and intimacy.

The parent is not viewed either personally or by others as particularly competent in fulfilling this task. Liljeström (1977:7)states:

> *"In an educative society where knowledge becomes more and more specialized, the corpus of knowledge about child development also becomes more professionalized. Parents feel increasingly like laymen in the presence of their children. They are unsure of themselves and becoming more so. Society puts at their disposal new crops of specialists: experts on obstetric prophylaxis, professionals manning child health stations, psychologists, therapists, psychiatric social workers, family counsellors, social welfare assistants, recreational leaders, psychiatrists, etc."*

While the availability of specialists may be viewed as a support system, it differs from the old neighborhood or kin supports in one basic way — reciprocity. Expert help is noteably one-sided, given by helper to helpee. In a mutual exchange of help, both parties have the opportunity to gain insight, mental growth and more importantly self confidence.

Looking to parental-peer support groups as an alternative to expert professional help is an alternative which has been widely unavailable. Parents as well as adolescents need the interchange of information between peers to gain perspective on the nature of their own and their children's development as well as the uniqueness and similarities of the challenge presented by the parent-adolescent relationship.

Warshaw's (1978) article entitled "Adolescent Psychology Viewed from the Kitchen" appears to support the notion that the parent's own experience with their adolescent children can be as useful in surviving the simultaneous difficulties of middle age and adolescence as all the theories of adolescent psychology. Parents need to accept the validity of their own experience, their own needs and their own competence. She suggests that they can establish principles just as Piaget did which might guide them through the ups and downs of the period.

SUMMARY

Parents and adolescents today are caught in an environment of rapid social and technological change. While the relationship itself is expected to provide intimacy through the vehicle of open and vital communication, many factors work against the attainment of such an expectation. Parents and adolescents are both faced with challenges of personal identity

crises. In addition, while the parent is expected to be expert in coping with life, he or she is made to feel incompetent in the face of numerous experts on child development.

Solving the problem of the parent-adolescent communication gap is many sided. Reiss (1971) has suggested that the development of an intimate relationship depends on the opportunity to develop rapport, self revelation, mutual dependency and personality need fulfillment. For this to occur given the pressures on parents and youth today certain basic changes must be implemented. Parent-peer support groups need to be available as alternatives to professional helpers, the segregation between parent and adolescent worlds needs to be penetrated, other adult relationships besides the parent relationship need to be made available to adolescents and parents need to be encouraged to view their experience and judgment as being valuable. The results of such changes may de-intensify the parent adolescent relationship and allow both parents and youth to take more of the risks necessary to truly share their thoughts and feelings.

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Game Proof*

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In many respects, day-to-day life of the contemporary adolescent is filled with a series of game like activities. Games are taken to because they represent one of the few means by which the adolescent can temporarily escape the insulated world of nonsignificance in which he lives. Teen-agers learn to sublimate **genuine** self-assertion (assertion which contributes either to the social good or to personal growth) into lesser forms of artificial assertion which interfere with normal adolescent growth. Because youth cannot find meaningful activity, they invent games (or follow games invented by their elders) which allow **temporary** or **reduced** expressions of self. This kind of artificial self-expression we call "game proof" because it is little more than a game designed to prove that the person has at least some worth. It does not "work," however, unless the adolescent agrees to play by the rules.

The technological world in which we live contributes to the perpetuation of game proof. Honest work (in which the efforts of body energy directly change or alter part of the environment) is virtually unattainable for those adolescents who persist in their desire to pursue it. The middle-class adolescent experieces little opportunity to contribute to important household work, thus reducing his identification with it. He has little chance to say proudly, "I am responsible for that." The adolescent lives in a world in which his best chance for obtaining recognition, acceptance, or acknowledgement is found in game participation. The danger inherent to this situation (as far as the growth of the adolescent is concerned) is that the adolescent loses sight of the fact that he is involved only in games, and he eventually comes to define and accept himself in terms of game competency. Not only is he enticed into games in the hope of obtaining a certain amount of recognition but, after playing the game

long enough, he evaluates his own worth in terms of how well he plays the game. When the adolescent views himself in terms of games, he loses contact with that part of his personality which impels him toward more mature expression of primal assertion. Games are not inherently wrong, especially during a time of life which should be pleasant and somewhat relaxed; but when games sidetrack optimal growth, replacing it with artificial goals and ambitions, they become undesirable.

Games are a favourite choice because they usually require a winner and provide tangible measures as to who performed best. The adolescent does not tire of playing games because they serve as substitutes for legitimate primal assertion. In the course of time, if challenges are stern enough, social praise powerful enough, and the game complex enough, the adolescent comes to define himself in terms of the games invented to compensate for his lack of significant involvement. When this occurs, he locks into growth impairment by defining himself in terms of a game less substantive and less worthwhile than he is. Self becomes interpreted in terms of a game, a ritual, a charade. The self, hungry for some kind of proof, settles for this poor exchange, not recognizing that in so doing the stage is set for one game replacing another, each of which prevents the adolescent from defining himself in terms other than those of immediate social praise and the competencies required to play the game. The fact that adolescents discover different kinds of games is not the important point; of greatest concern is that games are taken up in order to alleviate the strain of living in a world where youth are not taken seriously and where they are given little chance to act with impact.

A game is a sport, an amusement, a diversion, a contest governed by rules and regulations. Games are invented. They have no existence in themselves; they disappear when the participants declare them over; games are created by persons. When these conditions are reversed, when games create people, when a person is defined in terms of the game, or when the person is the amusement or the diversion, the fundamental nature of the game is altered — perverted, one might say. Embroiled in a social arena where a person defines himself in terms of a game, he eventually discovers that he must either play by the rules or get out. When the adolescent learns to play certain games rather than get out, he is ripe for committing the tragic error of exchanging his natural impulse for genuine primal assertion. In effect, he exchanges contrived social acknowledgement for genuine self-growth. The exchange, though damaging to the long-range ground plan of adolescence, is understandable if we consider the paradox of the adolescent. He yearns for self-assertion but is offered little opportunity for its expression; he hungers for the self-confirmation which comes with game success. Like the court jester who must feign merriment for his supper, the adolescent must pretend that his game is real and that he invented **it.** To admit that the game is real only as a game or that it controls him rather than he controls it is to rob the adolescent of results he craves so desperately that he is willing to become involved in the hoax in the first place; self-proof.

The weaker one's impact upon the **real** world, the greater the need to prove oneself in the contrived world. Therefore, the marginal adolescent, the peripheral member, the outsider looking in, the "perimeter person" is the most likely candidate for game proof. Conversely, the adolescent who really does make a difference in the world in which he lives, who is taken seriously, who is appraised as important, and who is allowed to do significant activities is less

inclined to exchange genuine proof for game proof. His history has, to a certain degree, both confirmed and validated self. He may be persuaded into playing games but his unconscious motives are different from those who participate becase the game is the only way in which self can be convincingly proved.

Most youth are potential candidates for growth-inhibiting games of proof becase their need structure strongly inclines them toward peer acceptance, recognition, and belonging. The adolescent cannot consistently make growth enhancing choices when the social evidence of his peer group favours growth stagnating choices; neither can he judge wisely in these matters if his conscience is unprogrammed and his general ideas about right and wrong undeveloped. The adolescent who has not been taught to respect himself,to hold himself in high esteem, to consider himself prior to those who pass judgment on him cannot be expected to avoid self-diminishing patterns and rituals when they present themselves. History, especially present history, must be sufficiently strong that the adolescent possesses visceral knowledge of his own importance. If he has been affectionately assured and honestly acknowledged, he will suspect people and patterns which debase self and reduce it to the arbitrariness of artificial standards. Such self-assurance exists only when the adolescent has lived a life in which his impulse for primal assertion has been honestly and productively expressed.

Games, even though they are contrived and prescribed, are important and should not be taken lightly. When a person identifies himself with a given activity, that activity is correspondingly elevated in importance, to treat games as though they are **only** pastimes is to discredit their existential importance. Games represent one of the few areas where the adolescent can take himself seriously. On the other hand, we should not be cajoled into thinking that games are of ultimate importance — for they are not. Games played for fun and pleasure are valuable because they give vent to the need for pleasurable activity — a need not unique to the adolescent. Games played because they allow indirect expression of primal assertion are valuable because partial gratification of a need is better than no gratification whatsoever. Games become troublesome when the adolescent becomes so fixated upon game expertise that he loses sight of deeper, more meaningful behaviour.

Teen-agers are attracted to athletic events because they cater to self-assertion. In athletic events, the rules are laid out in advance, a winner as well as a loser usually emerges, scores are kept making easy the numerical tabulation of comparative prowess. Athletic events are unpredictable; no one knows what the outcome will be; competitive spirit, determination, ruggedness, tenacity, and stubborness govern the event. Heroes are visible, villains are detectable, and the assortment of athletes in between are playing important roles. Athletic events take place where crowds can gather; each spectator is reinforced by the hundreds of spectators rooting for the same team and irritated by the cheers for the opposition. The game is **emotionally** significant, however, only when the spectators and the participants commit themselves in advance to the desire for victory. The absence of such committment makes the game become merely that — a game. When emotional committment is invested when the adolescent really **wants** his team to win, then everything lives — victory is savoured, defeat is painful. The nature of any game is such that its impact upon the participant (or the observer) is directly proportional to the degree to which one's self is invested in the game process. When the in-

vestment is complete, dividends are yielded; when no investment is made, no dividends accrue. As we have stated, and as is plainly observable, the alternatives of adolescent life are such that self is either invested in some sort of game or it is invested in nothing at all.

Adolescents almost always fall prey to game proof. Few ways exist to find proof elsewhere. Society prevents most adolescents from doing relevant work so that they cannot truly believe in their own importance no matter how others may interpret the evidence of their existence.

Adults, of course, enjoy the petty rules which govern the adolescent community. They assure triteness and guarantee that the adolescent will not pose a threat to adult claims to significance. Adults secretly encourage the adolescent tendency to invent games because they fully understand (though usually not consciously) that if the adolescents are allowed to do important work, he will cease to be an adolescent and, thus, he will cease to be a child. Being seduced into games demonstrates an inability to make mature decisions and thereby shows the adult (and the adolescent) that the teen-ager is not yet ready for responsibility roles. The fact that the game proved seductive **in the first place** because the adolescent's need for responsible roles was unsatisfied is never faced up to by adults.

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(This article is based upon material in: *The Adolescent Predicament,* by John J. Mitchell, published by Holt, Rinehart & Winston, Toronto, 1975).

Housing Goes Metric

Carole L Comeau, Canadian Home Economics Association Metric Committee

January 1, 1978 marked the official beginning of metric conversion in Canada's construction industry including the residential field. It is hoped that many aspects of this conversion will be completed by the end of the year. Many manufacturers and associations in the construction industry are co-operating with Metric Commission Canada to achieve this goal.

To encourage the change to the metric system the Government of Canada and various provincial governments now require that all building plans and specifications for the construction of public buildings be submitted in metric sizes. The next issue of the National Building Code prepared by the National Research Council will use metric units only. (The current issue, the 1977 Code, uses both Imperial and metric units.) The Canadian Standards Association is now changing all of its standards for building materials to metric units and other standard-writing organizations, like the Canadian Wood Council, are doing the same.

Metric sized buildings have been going up, too. The federal government built its first all-metric building, a post office, in 1977. One of three metric housing projects initiated by the British Columbia Ministry of Municipal Affairs and Housing was opened in September 1977 in Burnaby. Now that so many governments are requiring metric specifications more metric buildings and houses will follow. Central Mortgage and Housing Corporation has now prepared a publication, *(Metric) Modest*

House Designs, available for $1.00 from the national office in Ottawa.

In the building projects already completed the builders, contractors, and tradesmen found working with the metric units surprisingly easy. In fact, carpenters on the Burnaby housing site found that framing was much easier in the metric units. It has been calculated that there is a 15 per cent saving in construction time and a 10% saving in construction costs with the all-metric system. As with other aspects of metric conversion it is simplest and easiest to completely replace building measurements with hard metric units; conversion from Imperial units is complicated and unnecessary. Using metric-only measuring equipment on the job overcomes problems and leads to the time and cost savings cited above.

It has been decided that Canadian builders will use the millimetre (mm) and the metre (m) only to measure lengths on building plans. This practice will simplify dimensioning on building drawings by eliminating the need for the unit of measurement along with the number. For example, the exterior dimensions of a dwelling as indicated on its plan may be 10,000 by 7,000. This means the length is 10,000 mm and the width is 7,000 mm. By using only mm and m for measurement there is little chance of confusion when reading plans with this dimensioning technique. The saving of time for the draftsman is significant. Areas of buildings will be expressed in square metres (m^2). Therefore, the area of the building described above will be 70 m^2. (10,000 mm=10m; 7,000 mm=7m). A decimal system makes the determination of area so much easier than the old feet and inches system.

Building design will be based on a 100 mm module. For example, wall studs will be installed on 400 mm or 600 mm centres. Panel materials such as plywood will be available in 1200 mm by 2400 mm sheets. Particle board, wafer board and gypsum wallboard will also be produced in this size. These, however, are among the very few building materials with critical measurements. Most other building products like plaster, concrete, nails, screws, etc. in a hard metric size will adapt to a building in either system of measurement.

The simplicity of a decimal system not only makes the initial building easier but the decorating jobs are also simpler. The area for floor and wall coverings will be expressed in square metres. Determining the amount of carpeting for the floor or paint and wallpaper for the walls will be a snap.

For the home economist there will be a need to learn new benchmarks for the space requirements of the various areas of the home. For example, it is hoped that cabinet manufacturers will soon adopt the 100 mm module and will construct kitchen cabinets 900 mm high and 600 mm deep. The C.H.E.A. Metric Committee has suggested the following minimum space requirements for kitchen work spaces:

400 mm	on the opening side of the refrigerator for setting out supplies.
*600 mm	on the right side of the sink for stacking dirty dishes.
*500 mm	on the left side of the sink for draining and stacking dishes.
400 mm	beside the range for serving.
400 mm	beside the range for serving.
400 mm	beside a separate oven for serving.
900 mm	anywhere in the work area for mixing and food preparation.

* assume a right-to-left dishwashing sequence

The old familiar work triangle will have some new dimensions, too:

	Minimum	Maximum
from centre of sink to centre of refrigerator	1200 mm	2100 mm
from centre of sink to centre of range	1200 mm	1800 mm
from centre of range to centre of refrigerator	1200 mm	2700 mm

What advantages are there for the consumer with this change to metric measurement in housing? Let us hope that the cost-saving benefits in the construction of a dwelling will be passed on to the buyer. The "do-it-yourself" handyman will find that planning and completeing a home project will be easier in the metric system. Estimates of materials needed will be simpler to determine and actual construction time can be saved.

The change to metric is most easily achieved if we replace our old benchmarks with new metric ones. Replace, don't convert. The home economist is in an ideal position to help the student or consumer adapt to metric conversion in the housing field with positive results.

L'Industrie De La Construction Au Canada Se Convertira Au Système Metrique Le 1er Janvier 1978

Ottawa - L'industrie la plus importante au Canada - celle de la construction - a été parmi les premières à faire approuver son plan de conversion par la Commission du système métrique Canada. À sa réunion d'aujourd'hui, la Commission a approuvé le dernier plan sectoriel des industries auxiliaires qui fournissent les matériaux de construction. Cet événement donne le feu vert au lancement de la construction "métrique".

Un objectif très important vient également d'être atteint puisque les calendriers de conversion applicables à la construction d'habitations et aux autres constructions sur le chantier ainsi que ceux des concepteurs, des arpenteurs, des urbanistes et des industries qui fournissent les matériaux de construction ont tous été coordonnés. Le choix du 1er janvier 1978 comme "Jour-M" constitue un dénominateur commun essentiel. Cette date est definie comme "le premier jour de l'année au cours de laquelle l'industrie canadienne de la construction commencera à utiliser le système métrique (SI). Après le Jour-M, les plans, devis, matériaux et éléments nécessaires deviendront disponibles en unités métriques".

Conformément au plan de l'industrie de la construction,

- les fabricants de matériaux et d'éléments qui sont nécessaires pour entreprendre la construction en unités métriques se sont engagés à fournir ceux-ci pour le "Jour-M"; il en va de même pour les fournisseurs de nombreux autres produits de construction.
- on considère au niveau ministériel que les organismes fédéraux et provinciaux de la construction accordent leur appui au plan de l'industrie, qui guarantit un vaste marché pour les matériaux concus en unités métriques.
- des suppléments métriques au **Code national du bâtiment** de 1977 et aux "normes résidentielles 1977" on été publiés; par ailleurs, l'Association canadienne de normalisation et d'autres organismes semblables travaillent sans cesse à élaborer des normes métriques relatives aux matériaux de construction.

On entretient une liaison étroite avec les groupes homologues des États-Unis qui s'occupent activement de la mise en oeuvre de programmes de conversion dans le domaine de la construction. Etant donné qu'un nombre relativement faible de travailleurs de la construction devront investir dans l'achat d'outils comportant des mesures métriques, le programme d'assistance-outils métriques des ouvriers-leur fournira l'aide financière nécessaire dans ce domaine au cours des prochaines cinq années.

Il y a dix ans, l'industrie de la construction préconisait l'adoption du système métrique pour des motifs d'efficacité et d'économie. Le programme canadien de construction, d'une valeur de quelque $33 milliards par année, entre maintenant dans l'ère métrique.

Pour obtenir de plus amples reseignements, veuillez vous adresser à
Cyrille Guay
Commission du système métrique
Canada
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The Home Economist As Professional Educator

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When one hears the term "educator" the specific role of teacher comes easily to mind, but any person working as a home economist is by definition an educator. When one hears the term "home economics," the role of teacher comes to mind. However, it must be remembered that not all educators work within the formal school system with groups of adolescents and young adults. Some very important learning results from efforts such as those of extension personnel working with small groups or individuals in their home or community setting, the nutritionist helping individuals and families to improve their eating habits, or the business home economist who has the responsibility to educate the firm about the needs of families and the firm's clients about the product or service.

WHAT ARE WE ABOUT AS A PROFESSION?

Home economics in Canada has been affected if not shaped by British and American influences. Feniak (1) in documenting the development and status of home economics in Canada uses the founders' definition that still has credibility:

> *"Home economics in its most comprehensive sense is the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand, with his nature as a social being, and is the study specially of the relation between these two factors . . ." (2, p. 26).*

Home economics has been and is a profession which states that it is working with and through families, consequently it is possible to check what we are doing against this family focus. Stoner (3) has developed a checklist which is useful for this purpose. Individuals can ask themselves such questions as the following: "Am I teaching skills for individual and family development or for their own intrin-

sic merit?" "Do I call myself a home economist or a sewing teacher?" "Do I asses the impact of my work on families?"

In some ways the position of the home economist is an awkward one! Our area of specialized knowledge and training involves the realm of families and everyday life and everyone who has lived believes themselves an expert in living; however experiencing and understanding are quite different entities. The home economist is expected to bring to the situation a multi-disciplinary approach to help people to analyze and evaluate, not just to experience.

If we are professional educators what difference will this make? According to the students of professions, professionals are distinguished by these criteria:

> *A calling requiring specialized knowledge and often long and intensive preparation including instruction in skills and methods as well as scientific, historical or scholarly principles.*
>
> *A group which maintains high standards of achievement and conduct whose members are committed to continued study and to a kind of work which has for its prime purpose the rendering of a public service. (4)*

Professionals have the capacity to diagnose the needs of the client and to separate these needs from their own. It is assumed that we check out client needs before embarking on a professional endeavor. As home economists this means that even though we are devoted to a specific content area or means of delivering it, if this does not meet the needs of the participant we will make the necessary adjustments. To give an example — about fifteen years ago I taught a clothing construction course through adult education. As the course developed it became clear the needs of the participants far exceeded clothing construction to include — management of scarce resources, parent/child relationships, nutrition. If clothing construction is still the principal offering in that community then that is based upon the need of the teacher, not those of the clients.

The professional has a repertoire of responses appropriate to the needs of diverse groups. Each of us is aware of the "Take two aspirin and call me in the morning" response attributed to physicians. We need to examine our own behavior to determine if home economists have an equivalent.

Since one of the client's needs may be recognizing the value of specific services and/or knowledge, it falls to professionals to know how to package the product appropriately. Packaging and gimmicks are not a substitute for real substance however the value of creating a need cannot be overlooked. Many adolescents may not be excited by a scientifically-oriented nutrition course which examines each nutrient, its origin and function. Because adolescents are concerned with appearance, nutrition as related to specific problems of that period may be the avenue to increasing their knowledge. Similarly, a program which examines issues such as fad diets has been shown to involve youth in nutrition.

The professional recognizes the parameters of his/her competence. An educator is not a therapist nor a preacher nor the depository of knowledge even though certain elements of these are isomorphic to the role. An educator, knowing the limits of competence, also knows appropriate referral strategies and resources for those needs of the clients that extend beyond education.

Knowledge is not static therefore a professional must acknowledge the responsibility to maintain currentness. Not all learning opportunities are organized group experiences. There are

many ways to accomplish this and learning to learn, or "mathetics," is a process with which home economists must be involved. The effective educator's level of knowledge is far more than one jump ahead of the client. For the lone home economist in a community the identification of appropriate new resources is a primary task. This is one need professional associations can help to meet.

PROFESSIONALS — INDIVIDUALLY AND COLLECTIVELY

Professional responsibilities can be considered from the perspective of the individual or that of the group. In some ways they are very much the same, in yet others they differ.

At the individual level one of the most salient approaches is to view "self as instrument." This concept emphasizes that while all of us share a body of knowledge, goals and responsibilities, each of us will have a unique way of operationalizing the profession within appropriate parameters. This idea credited to Combs (5) suggests that what I do as an educator will not be exactly as you do in a very similar situation for we are different people. Each of us will vary in our specific skills, ways of relating to people, examples used to illustrate ideas, etc. and yet we share the same body of knowledge and professional responsibility. As we continue in professional roles our personal style will change and develop so we learn to maximize our strengths.

A prerequisite to becoming effective educators then becomes the understanding of ourselves as persons. This takes time, as Mary Caroline Richards notes in the following quotation:

> *The artist in man knows that we can't suddenly be a certain way — we can't suddenly be free, be independent, be mature, be peaceful. We have to become what we are growing to be. Inner growth takes time. And trust. It takes a sense of the seed forces in ourselves, and some knowledge of the stages of development, seasons, deaths and rebirths, something about a feel for life processes at work, patience. It takes patience and steadiness and humor and commitment, like a farmer has. (6)*

We need to recognize our needs to be ourselves professionally rather than setting narrow restrictions of what and how to do or be. We may be impatient with our becoming process. Many home economists only demand of themselves instant perfection which can immobilize us in a futile double bind. Might this be part of the reason why we lapse into patterns rather than suffer the anxiety and tension associated with striving? In contrast, it seems the profession demands that having behaved according to the professional mandates the individual carefully evaluates behaviors and programs and attempts to progress toward their own best professional self. This is an exciting process for we then measure progress against ourselves rather than embarking on a search for the elusive "correct way."

When we examine the collective efforts of our professional associations, there is a mandate that they be more than the total of our individual efforts. Associations frequently have as a part of their by-laws an article about the education of society. This calls for new strategies and involvements. How can associations affect change and work for families?

It is unfortunate that persons join professional associations and concern themselves more with the privileges rather than the responsibilities. They fret about why the newsletter didn't arrive on time instead of how they can help to influence pending legislation

which has professional implications. Such persons must believe they have joined a guild, a medieval collective established to promote the craft and its members. The guild mentality overlooks the fact that **the member** is the professional association, particularly at provincial or local levels where there are no paid staff persons. It is the cooperative effort of members, not just elected officers, that accomplishes the education of society.

Another detrimental misperception of the professional association is that it is a social enterprise. The friendships and sharing made possible by this collective are valued by members, however, these are not sufficient conditions for the existence of a professional association. They are a by-product.

When a professional association functions as intended it supports its members in professional matters including inservice learning experiences such as publications and meetings. It facilitates cooperation and collaboration among groups of home economists and other professions with related concerns. The association speaks for the profession and represents its concerns to other groups. Beyond this, an association seeks to further the well-being of individuals and families in the total society.

IMPLICATIONS

As individuals and collectively home economists are expected to be professional educators about and for families. We must not view ourselves as the whole answer to all the problems that beset families. There are other groups of professionals very concerned about family issues and which bring expertise complementary to that of the home economist. Concerted effort on the part of many groups can produce significant results.

It may be that there are those who call themselves home economists who have a very limited view of the profession and consequently their responsibilities. It is not uncommon to hear such persons say, "Oh they are doing what I am supposed to be doing," whether it be consumer programs or family relations or nutrition. When professionals are effectively and actively involved in their areas of responsibility and make these efforts known, then the issue of territoriality is of little consequence. In this situation the effective involvement must preceed the information, however both are necessary.

In the final analysis **we** the home economists, individually and collectively, are responsible and accountable for our profession and its future.

(This article is an approximation of a presentation made to the Nova Scotia Home Economics Association Convention, October, 1977.)

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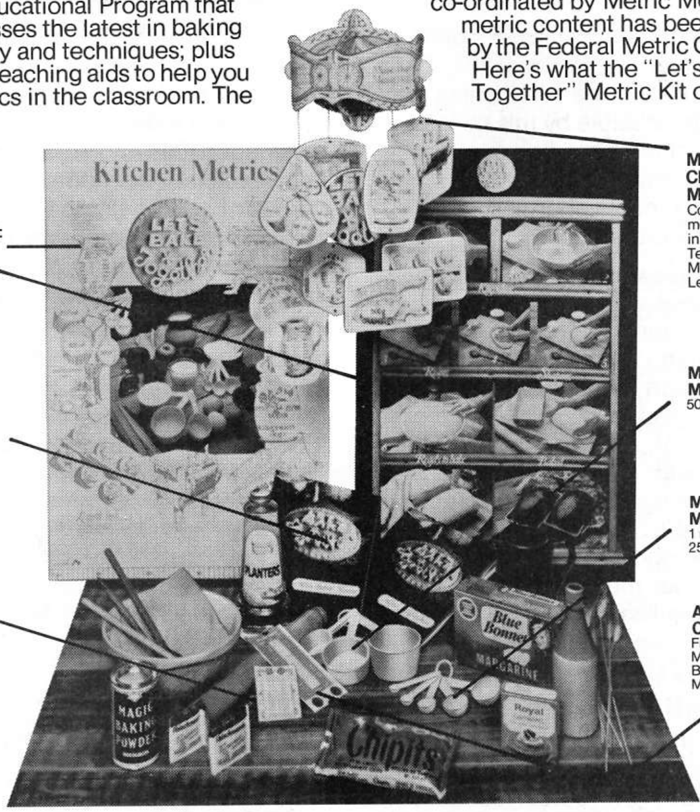

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Research Supplement

The Relationship Between Specific Clothing Variables And Self-Concept of Adult Women

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THE RELATIONSHIP BETWEEN SPECIFIC CLOTHING VARIABLES AND SELF-CONCEPT OF ADULT WOMEN

The prevalent clothing norms in the North American culture appear to be different for various age groups. Can these differences be documented by measuring clothing variables for adult women? The present study attempted to explore the relationship between specific clothing variables and self-concept scores for adult women.

The responses of 194 employed women to the Importance of Clothing Measure and Body- and Self-Cathexis Scale were analyzed. Modesty was found to increase with age, while interest, special attention, social approval, and psychological dependence decreased with age. The correlations between body-cathexis and comfort, special attention and modesty; between self-cathexis and aesthetics, interest, management, and social approval were statistically significant at the five percent level, demonstrating that feelings about the body and self are correlated with certain clothing variables.

Culture patterns in North America have resulted in norms of dress that allow women of all ages and stations in life to adopt a fashionable mode of dress. Although it is currently fashionable to be young in thought, action, and dress, subtle differences are evident in the dress patterns of women in different age groups. Why, when pressures to conform are found at every turn, do older women willingly select dress styles that distinguish them from the young?

What factors lead women to change their clothing styles as they get older and accept styles which are at variance with the youthful fashion dictates of society? Of the many overt and covert circumstances that result in changed attitudes and clothing behaviours one factor that may be relevant is modification of self-concept with age — that is, modification of an individual's appraisal or evaluation of herself. Grant's research has indicated significant age differences in self-concept (1967). Generally, the feelings an adult woman reports about herself tend to become more positive with age, but a tendency towards denial increases as well. Thus the reported increase in positive feelings may actually reflect the tendency to ignore faults. Grant's research indicated that the changes were obvious at two critical periods — the thirties and the fifties. If these critical periods are universal in their occurrence and affect, one would expect to find similar changes in attitudes and behaviour (including practises in dressing) either at these time periods or after a lag in time.

STATEMENT OF OBJECTIVES AND HYPOTHESES

The objectives of this study were to determine whether or not women of different age groups view clothing in a similar way and to determine whether specific aspects of their clothing were related to their self-concept. The hypotheses guiding this study were: 1) there are significant differences in aspects of women's clothing and their self-concepts according to age level (<25, 25-34, 35-44, 45-54,>54) and 2) there are significant correlations between the clothing variables and self-concept.

RESEARCH PROCEDURE

Two hundred fifty questionnaires were mailed to women randomly selected from those members of the female support staff who were not required to wear special clothing for their jobs at a Canadian university. After two follow-up letters, 194 women, ranging in age

from under 19 to over 65, responding to the questionnaire which contained two scales — Importance of Clothing (Creekmore, 1971) and Body- and Self-Cathexis Scale (Secord and Jourard, 1953).

Clothing Variables Scales

Creekmore's Importance of Clothing measure was modified to be relevant for employed women. For example, question 10 in the original form read "I wear the clothing fads that are popular in our school even though they may not be as becoming to me." "School" was changed to "office." These Likert-type, 5-point, rating scales measure the clothing variables of aesthetics, modesty, comfort, interest, special attention, management, social approval, and psychological dependence. Precise definitions of the variables and discussion of the reliability and validity of this scale are found in Creekmore (1971).

Self-Concept Scale

The Secord and Jourard (1953) Body- and Self-Cathexis scale was chosen, because Adams and Caldwell (1963) suggested that treating each part of the body and self separately rather than as a whole yields a "truer" picture of a person's actual feelings toward himself. The body-cathexis scale consists of 40 words representing body parts or processes, to which the subject is asked to respond on a one to five continuum, while the self-cathexis scale consists of 53 words representing concepts about the self, and is responded to in the same way as the body cathexis scale.

RESULTS AND DISCUSSION

On the basis of average scores for all responses to each of the eight scales for clothing variables (Table 1) the highest scores were obtained for the scales measuring management, aesthetics, and comfort. These data are in close agreement with Lapitsky (1961) who used a different scale to ascertain the clothing values of a group of adult women, but the present data vary from that reported by Klaasen (1967) who used the Creekmore scales with high school students. In the clothing profile for the latter group, interest was substantially more important and modesty less important than was found for adult women in the present study.

SEE TABLE ONE

The ranking in order of importance consistently showed special attention and social approval as eighth and seventh respectively. This relationship held for the total sample, each of the ten-year age groupings, and for Klaasen's high school study. A number of explanations for these rankings are possible. Perhaps women do not use clothing to gain special attention or social approval, or are not conscious of doing so. Possibly it is not socially acceptable in North American culture to admit to using clothing to this end. On the other hand, the scale may not adequately measure the variables in this area.

It is interesting to note and speculate on the similarity in findings between the Lapitsky (1961) study and the present study. The similarity could be taken to indicate that specific aspects of adult women's clothing had not changed appreciably over the decade, and also that there are few cultural differences between the communities in the United States and Canada. It could be postulated that the Canadian culture mirrors the United States culture after a lapse in time and that actually the data gathered in 1972 in a Canadian city reflects the attitudes held in 1961 in a United States city. The high school study could be an indication of the attitudes likely to appear in Canada in the future. Possibly the pattern shown by the high school sample may more accurately reflect their stage of development than permanent clothing practises. Further comparisons between the cultures of Canada and the United States will be necessary before any alternative could be accepted.

The standard deviations of the clothing variable scores indicate the most dispersion of scores for interest and modesty and the smallest variation in aesthetic scores. (Table 2). This could indicate substantial agreement among the respondents toward aesthetics and less agreement toward modesty and interest in clothing. Or, it may indicate that it is socially acceptable to show a high concern for aesthetics. If the latter is the case, does the lack of consistent reaction to modesty reflect a changing cultural norm toward body exposure? Is it becoming acceptable to a greater group of women to show an interest in clothing?

SEE TABLE TWO

Interest, special attention, social approval and psychological dependence scores each decreased as age increased, while modesty showed a positive relationship to age. There was no significant difference in aesthetics, comfort, management, body-cathexis or self-cathexis with age. Table 3 gives significant F values for this analysis.

SEE TABLE THREE

In an attempt to discover if there were changes in the clothing variables at particular critical periods (Grant, 1967), the scores of adjacent age groups were analyzed for significant differences by a t-test. This analysis indicated that special attention, interest, and psychological dependence changed significantly between 25-34 and 35-44 age groups, but no statistically significant difference in clothing variables was detected near the fifties. Therefore, the analysis partially supported the idea that the change may not be gradual.

Hypothesis 2 is partially supported in that three of the eight correlation coefficients between body-cathexis and the clothing variables and four of the eight correlation coefficients between self-cathexis and the clothing variables are significantly different from zero at the five percent level. The positive correlation between body-cathexis and special attention suggests that the desire for special attention increases as the feelings of satisfaction with the body parts and process increase, but at the same time, when feelings of body satisfaction increase, the desire for comfort and modesty decrease. A possible explanation may be that as satisfaction with the body increases, the desire to show the body also increases.

Thus, a person is less inhibited by modesty or the desire for comfort. On the other hand, modesty and the desire for comfort in clothing may be in part a reaction against displaying a body with which the person is not satisfied. Scores for aesthetics, interest, management, and social approval are each significantly correlated with self-cathexis indicating that these feelings are more closely related to the conceptual aspects of self. The negative correlation between social approval and self-cathexis shows that as the desire for social approval increases, the level of satisfaction with conceptual aspects of self decreases, or as the level of self-satisfaction increases, the desire for social approval decreases. These data would not to need or desire as much social approval as those who have a low self concept. Comparison of the correlations for the present research with the correlations found for a high school sample (Humphrey, 1967) indicates that the correlations between self-esteem or self-concept and the clothing scores for aesthetics, interest, and management are similar for each sample (Table 4).

SEE TABLE FOUR

The differences that are found in the subjects' scores on the measures for the clothing variables may be a function of the relationship of the variable to basic values (Kelley, 1955). Variables that are closely related to basic values may be more stable than the variable related to a peripheral interest. Variables showing no significant difference

with age may be more closely related to specific values. For example, in the present study management may be closely related to a basic economic value.

SUMMARY AND CONCLUSIONS

The present study attempted to explore the relationship between specific clothing variables and self-concept scores for adult women. The responses of 194 employed women to the Importance of Clothing Measure and Body- and Self-Cathexis Scale were analyzed.

Adult employed women have been shown to vary significantly in their attitudes towards clothing. Modesty was the only clothing variable found to increase with age, while interest, special attention, social approval and psychological dependence were found to decrease. The interest in aesthetics varied the least for the total sample and for each age group. Interest and modesty are the clothing variables with the least agreement between subjects, and also the variables that showed the most shift in the configuration between a teenage sample in the United States and the Canadian career women. The significant correlations between self-concept and clothing variables suggest a further relationship between positive and negative feelings about the body and clothing.

It is concluded that differences in clothing practises can be measured for women of varying age groups, and that the differences do show some relationship to self-concept. But the prime benefit of this study is the identification of many areas where further exploration may yield gratifying results. Are the clothing variables measured in this study a reflection of enduring clothing uses held by the various age groups, implying that women change their behavior as they increase in age? Or do the clothing scores reflect a constantly changing societal attitude toward clothing that is learned at some critical time in a person's life and then enduringly held by the individuals? Only a longitudinal study can provide answers to these questions.

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TABLE 1

Clothing Variables and Cathexis Scores by Ten-Year Age Groups

Variable	Total N=194 Mean Score	Rank	24 and under N=65 Mean Score	Rank	25 - 34 N=42 Mean Score	Rank	35 - 44 N=32 Mean Score	Rank	45 - 54 N=36 Mean Score	Rank	55 Plus N=19 Mean Score	Rank
Aesthetics	3.30	2	3.30	2	3.30	3	3.29	2	3.33	3	3.22	3
Modesty	2.99	5	2.90	6	2.77	6	3.02	4	3.21	4	3.33	2
Interest	2.93	6	3.14	5	3.09	*5	2.67	6	2.79	6	2.58	6
Comfort	3.28	3	3.28	4	3.19	4	3.23	3	3.47	2	3.22	4
Special Attention	2.23	8	2.42	8	2.33	*8	2.05	8	2.05	8	2.02	8
Management	3.51	1	3.46	1	3.52	1	3.51	1	3.64	1	3.41	1
Social Approval	2.42	7	2.57	7	2.45	7	2.35	7	2.23	7	2.30	7
Psychological Dependence	3.15	4	3.29	3	3.37	*2	2.97	5	2.95	5	2.01	5
Body-Cathexis	3.34		3.40		3.37		3.34		3.27		3.23	
Self-Cathexis	3.46		3.50		3.42		3.49		3.46		3.40	

**Significant difference found between 25-34 and 35-44 age group.*

TABLE 2

Standard Deviations and Rankings of the Clothing Variable and Cathexis Scores

Variable	Total N=194	S.D. Rank	25 N=65	S.D. Rank	25 - 34 N=42	S.D. Rank	35 - 44 N=52	S.D. Rank	45 - 54 N=36	S.D. Rank	55 N=19	S.D. Rank
Aesthetics	.35	8	.34	8	.38	8	.25	8	.41	8	.38	8
Modesty	.66	2	.60	3	.67	1	.73	2	.63	4	.59	3
Interest	.77	1	.72	1	.65	2	.75	1	.88	1	.75	1
Comfort	.53	7	.46	7	.58	5	.56	5	.52	6	.61	2
Special Attention	.62	4	.61	2	.62	3	.52	4	.65	3	.55	5
Management	.56	5	.58	5	.61	4	.41	5	.46	7	.53	6
Social Approval	.65	3	.48	6	.56	7	.58	7	.61	5	.56	4
Psychological Dependence	.54	4	.60	3	.58	5	.51	3 6	.85	2	.52	7
Body-Cathexis	.42	2	.38	2	.45	2	.45	2	.37	2	.53	1
Self-Cathexis	.46	1	.43	1	.50	1	.50	1	.53	1	.43	2

TABLE 3

Summary of Analysis of Variance of Clothing Variables and Cathexis Scores and Age of Employed Women.

Clothing Variables	F values
Aesthetics	.07
Modesty	**11.46
Interest	**12.51
Comfort	.59
Special Attention	**13.29
Management	1.00
Social Approval	**11.64
Psychological Dependence	**12.49
Cathexis Scores	
Body-Cathexis	4.01
Self-Cathexis	.32

***Statistically significant at the .01 level*

TABLE 4

Correlation coefficients between clothing variables and body- and self-cathexis scores.

Clothing Variables	Body-Cathexis	Self-Cathexis
Aesthetic	.07	*.14
Modesty	*-.16	-.09
Interest	.10	*.16
Comfort	*-.20	-.05
Special Attention	*.17	.10
Management	.05	*.17
Special Approval	-.09	*-.14
Psychological Dependence	.01	-.04

**Statistically significant at the .05 level*

Book Reviews

Performance of Textiles by Dorothy Siegert Lyle, John Wiley and Sons, Toronto, 1977; Pp. 592; cloth $19.95; paper not available.

The present emphasis on consumerism, consumer preferences and consumer economics has opened new careers in the textile industry outside the traditional textile technology field. Dorothy Lyle's book meets the needs of those individuals teaching and training in the area of physical testing of textiles. It also provides information for others who require an awareness and working knowledge of textile product testing, labelling and care information.

The book covers four main areas: testing for product performance, fabric care, labelling, and the interrelationship of industry, government and the consumer in the textile field. The section on product performance should increase one's understanding of how standards are made, how test methods develop, and how specifications are written. The discussion of test methods helps explain differences among standard test procedures and why various tests are particularly suitable in specific areas of testing product performance.

The material on fabric care will be useful to professionals or students needing basic information on laundering and drycleaning. Often laundering is the only aspect of textile maintenance discussed in textile care references. Material on specialized cleaning of leather, furs and household textiles is useful and not available in other general references. The section on labelling discusses voluntary and mandatory labelling, various labelling acts and gives examples of labelling systems currently under development and in use.

The material on government programs related to textiles and the consumer is applicable only in the U.S.A. Other material on the relationships between industry and the consumer, in relation to textile products is useful to the Canadian reader. For the home economist working in the textile field it is most helpful to have this material together, in one source, in an organized manner.

The book is easy to read and well illustrated. It is recommended to persons working on testing textile product performance, as a reference to supplement the detailed technical manuals of the A.A.T.C.C., A.S.T.M. and C.G.S.B.

Reviewed by:
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Textile Yarns: Technology, Structure and Application by B. C. Goswami, J. G. Martindale and F. L. Scardino, John Wiley and Sons, Toronto, 1977; Pg. 482; cloth $23.50; paper not available.

Although formed fabrics are becoming increasingly important in textile products, woven and knitted fabrics continue to dominate the textile scene. In these products the elementary building unit is the textile yarn. Yarns determine the quality and performance of the final fabric. In the area of yarn technology there have been many developments in the last two decades.

This book presents a systematic and comprehensive study of textile yarns, their technology, structure, properties and applications. The material is designed primarily for scientists, engineers and students of textile technology in industry and universities. Some of the material requires a basic knowledge of physics and mathematics although most of the material would be understood by the senior home economics student studying textiles. This is aided by the excellent illustrations.

The chapters most useful to a person teaching a basic university textiles course would be the chapters on "Conversion of Staple Fibres into Yarn", "Continuous Filament Yarns and Tows" and "Texture Yarns". Due to the specialized nature of the subject, the book is recommended to those persons with a technical interest in textiles.

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The Right Combination. by E.C. Robertson. Toronto: Gage Educational Publishing Ltd., 1975. p. 180; $8.50

A general text touching lightly on many aspects of food and nutrition, *The Right Combination* is suitable for concerned individuals, with or without a related background in these areas.

The framework of the text compliments the title, guiding the reader through three major sections — Nutrients, Food and Meals — the end result leading to an awareness of the relationship between nutrition and health, demonstrated by conscientious meal planning and food preparation.

The topics covered, though relevant and current, could have been expanded in some areas. For example, more detail seems needed in the section on Vitamin B 12 (related to the concern with vegetarian diets); Vitamin E and folic acid are only briefly mentioned by name. In this and other sections, the reader tends to feel dissatisfaction as a result of such missing components. The chapter discussing protein informs the reader that rats require 10 essential amino acids, yet nothing is mentioned about the adult requirement being eight, and why.

The information of the text appears to be pleasing at first glance, with colorful photographs and eye appealing tidbits of information scattered here and there. Upon review, however, one is left wondering about the purpose of the pictures, as they have minimal significance to the text, as a whole. Also, the interjections tend to become quite distracting and much of the information is soon lost in the maze.

Questions and assignments are included at the end of each chapter which are designed to encourage the reader to review what has been learned. However, a supplemental section carrying answers and comments would prove

of greater benefit for a reader who is working independently.

Tables and graphs are excellent and easy to comprehend. Also, a valuable list of reliable nutrition references appears at the end of the text, although the films cited could be more current.

Considering the many facets within the area of food, nutrition and sensible meal planning, the text does provide a framework on which an understanding of the complexities of our dietary needs can be based.

A new edition with metric measurements and terms, plus a French edition, are expected early in 1978.

Reviewed by:
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Microwave Cooking in 3 Speeds. by Frigidaire, Division of General Motors. Doubleday Ferguson, 1977. p. 247; $11.50

A good accurate microwave cookbook should present to the reader a good understanding of how microwave energy causes food to cook, taking into consideration power levels and the shape of the cooking utensil. *Microwave Cooking in 3 Speeds* accomplishes this.

The book is a comprehensive cookbook prepared for the new owner of a microwave oven and is written in simple layman's terms. It contains basic information the owner should understand such as how microwaves cook, microwave times, dishes and utensils, and cooking techniques.

The book has a chapter for the beginner on getting started, with menus for simple breakfasts, lunches and dinners. The step-by-step procedures for each menu assist the reader in having all food items ready to serve at the same time, thus getting the feel of microwave cooking.

The recipe chapters include microwave times for basic foods — those which don't require a recipe for preparation — as well as recipes developed especially for microwave cooking. A special feature is a set of symbols that can be read at a glance to indicate which recipes can be prepared ahead and frozen, which recipes are made with convenience foods, and which are designed for one or two servings.

While the information in the book is accurate, some manufacturers supply a comprehensive cookbook with their microwave ovens and consequently, for those microwave oven owners, this book may be repetitive. However, some books don't emphasize various power levels so this book could be a supplement for microwave oven owners who want more information related to variable power.

Reviewed by:
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Nutritional Standards and Methods of Evaluation for Food Legume Breeders. by J.H.Hulse, K.O.Rachie, and L.W. Billingsby. Box 8500, Ottawa: International Development Research Centre, 1977.

This publication was written to be used by people directly concerned with the improvement and wider use of food legumes in the human diet, specifically plant breeders, cereal chemists and nutritionists. It should be mandatory reading for home economists working in international nutrition and for those concerned with the laboratory assessment of plant protein qualities.

Four of the five chapters are concerned with describing methods recommended to standardize analytical work done on legume quality. The fifth chapter contains background papers to the methods; these are particularly

helpful to the senior student and practising researcher to appreciate the state of the art in plant protein quality assessment. The sections dealing with the chemical and biological testing of proteins are specific and straightforward. Particularly welcome are details for sample handling in preparation for analyses, such as storage conditions, dehulling and grinding methods and the directions for cooking prior to animal testing. Guidance is given for steps in analyses which are often considered routine (eg. moisture), but which may be the source of appreciable error. Biological tests are recommended in keeping with amounts of sample available at various stages in the plant breeding program. Screening tests for cooking and processing qualities point out areas where home economists could work to provide improved methods.

The background papers give greater depth to the methods recommended. Dr. Bressani for example focuses attention on legume protein digestibility problems in the context of different consumption patterns. Dr. Tkachuk discusses the misinterpretation of protein data, through the use of different nitrogen to protein factors.

The introduction to this publication together with the background papers points up the need for accurate definition of nutritional and functional properties to serve as a goal for plant breeders. The booklet in total is a working manual for the team approach to expanding the world's nutrition resources.

Reviewed by:
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Raising Happy Healthy Children. by Karen Olness, M.D. Don Mills, Ontario: Meadowbrook Press (Musson), 1977. p. 163; Paper $4.75

This book is written for care givers and others intersted in young children. Dr. Olness uses excerpts from her diary to share her groping, mistakes, and pleaures experienced as a parent. She uses little jargon; the book is entertaining and easy to read. Having previously read a number of popular books on child rearing theory, I am left with the feeling that some authors (coincidentally male) are able to postulate a coherent, all encompassing theory but principal care givers, like this mother, write about the nitty gritty of child rearing. Having "been there", they write less coherently but more fervently, for example, about the fatigue and boredom inherent in supervising active toddlers to keep them safe. This book, legitimately, could be recommended to anyone who is trying to decide whether to become a parent.

The book is divided into sections by ages; each section includes such topics as biting, jealously, bedwetting, reading readiness, and many others. There is a particularly good four pages on "Work Responsibilities". The book is a bit helter-skelter but so is a household with three small children; the book is well indexed and each topic has two or three pages.

Dr. Olness offers information about behaviour to be expected at certain stages and sensible advice. She says many problems are "found to hinge on questions of definition and tolerance"; that is, a problem is whatever you consider a problem and that is O.K.

Eating is mentioned several times. Surprised? Crackers by themselves can lead to dental caries and are not recommended unless accompanied by, for example, milk. Raisins are also not

recommended by dentists. Raisins are a poor snack food but are much better if accompanied by nuts. The section on pica is useful. "Eating Habits" simply describes the situation but offers no hints to a bewildered mother. The pervading message of this book, "relax and be yourself" must be comforting to harassed parents of small children.

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Home Economics and 4-H Division

Passages. by Gail Sheehy. Toronto: Bantam Books, 1976. p. 560; Paper $2.50, Cloth $9.95

Adulthood has been discovered! Beware teeny boppers! The developmental stages of adults have been largely ignored until this landmark writing. The book challenges the myths of adulthood and attempts to accomplish three objectives: to locate "the individual's inner changes in a world in which most of us are pre-occupied by externals", to compare "the developmental rhythms of men and women" and to examine "the predictable crises for couples".

Sheehy's book is based primarily on 115 life stories. Her writing is that of a knowledgeable journalist who is able to tease out much insight from the richness of these healthy, motivated middle class individuals' life experiences. The respondents range in age from 18 to 55 and include professional men in business and the arts as well as professional women and homemakers.

The author attempts to flesh out Erik Erikson's description of psycho-social development of adults. Erikson described three issues for adults to deal with: **intimacy, generativity** and **integrity.** These issues may be viewed as changes or crises which must be dealt with for future success. Sheehy describes in detail the crises which adults experience from age 22 to 50. Her objective is to assist adults in understanding the stages and crises which adults pass through to make it easier to accept the developments without guilt and to be with each other with less anger and fear.

Ages 22 - 29 is labeled "Provisional Adulthood". The adult in this period must experiment with new found independence from parents and new adult roles in Family and work. **"Shoulds"** operate strongly in this period of early adulthood.

Ages 29 - 32 make up the Age Thirty Transition. For many adults this period is characterized by striking out on new goals. Husband and wife may experience conflict over individual seeking of personal self-fulfillment rather than seeking of couple fulfillment.

During ages 32 - 39 adults settle in work and creative enterprise. Independence from parents or spouses may be a central goal.

The Mid-Life Transition of ages 39 - 43 is difficult and trying for many individuals. Realizing the transitory nature of life sends some to reflect on the meaninglessness of their work or career. Worry over loss of physical appearance or power, anger over lost opportunities affect men and women in different ways.

After this period of stress, ages 43 - 50 provides a Restabilization and Flowering period. The questioning of the Mid-Life Transition has led to a greater acceptance of the reality of one's power and potential. Marriages improve for men in particular and companionship is important for both men and women.

The book has much to offer the

interested reader. While the "sample" of life histories described would not fit the requirements of a scientific study, the references consulted are broad and the analysis is provocative and should stimulate the reader to use the analysis on his or her own life and scholarly experience. For the home economist involved in life span development, or family life education, this book is a must.

Reviewed by:
Dianne K. Kieren, Ph.D.
Division Chairperson
Division of Family Studies
Faculty of Home Economics
University of Alberta
Edmonton

The Home Energy Saver; All the Facts You Need to Save Energy Dollars. by Irene Cummings Kleeber. New York: Butterick Publishing, 1977. p. 208; Paper $3.95

This book, "designed to give you the information you need to understand various ways of saving energy so you can make up our own mind just how many of these steps you want to follow", (p.8) does not stray from this stated purpose. It is written for the average U.S. home owner but most of the material can be used by Canadians.

The book deals with the basic principles for the use of energy. It first surveys the home as a whole, examining from the energy saving viewpoint, the various functions carried on in the home such as heating, cooling and lighting. Then it covers in detail all aspects related to the home. The household appliances used for labour saving, personal use or pleasure are all discussed in terms of energy consumption. Since automobiles account for about 42% of the energy used by the average household, suggestions are given for the wise use of the car.

The book is simple and clearly written with little of a technical nature included. Its realistic approach to the problem of energy saving is that "you have to consider everything involved in your energy use, weighing not only the actual energy consumption of an item but also taking into account your own needs and other considerations that determine whether something is wasteful or not" (p. 135). It includes a glossary, an index and charts which help you analyze your own particular situation in terms of the basic principles.

There is little new in depth material in this book but what there is, is pertinent and timely. It is geared to the layman and for the most part just reviews what is already common knowledge. However, there is value in the compilation of this common knowledge.

Reviewed by:
Priscilla Mewha, B.Sc., M.Ed.
Regional Home Management Specialist
Alberta Agriculture
Grande Prairie, Alberta

JUNK MAIL

Unsolicited mail or direct mail advertising while sometimes annoying to the receiver, is a perfectly legal and legitimate method of doing business. Some consumers like unsolicited mail, as they can sort carefully to find coupons or special deals. Others consider it a nuisance or "junk mail". If you are in the latter category, there is an effective way to have your name removed from mailing lists.
Write to:

Canadian Direct Mail Association
130 Merton Street,
Toronto, Ontario M4S 1A4

What's New

by Jean Wilson

DON'T SAY AEROSOL — SAY AQUASOL

Aerosols using fluorocarbon propellants are on the way out, but now comes a replacement, something called an Aquasol. It uses water as a solvent and isobutane as a propellant to apply hairsprays, deodorants, fragrances, etc. through a tiny valve. It's said to be safe, cheap and capable of doubling the number of applications from a comparable aerosol container. Expect to see Aquasol containers in the stores shortly.

TEXTILE LABELLING ACT

Consumer and Corporate Affairs Canada recently announced an amendment to the Textile Labelling Act substituting the generic term "elastane" for the formerly used "thanelast".

The generic term "spandex" will still be used interchangeably with "elastane" as it was previously with "thanelast".

Elastane is the term accepted by the International Standards Organization for the yarns labelled spandex by North America Manufacturers. It is used by many European manufacturers and the Canadian consumer may see the term on garments imported from Europe.

CANADIANS SPEND SMALLEST PORTION

Canadians spend a smaller proportion of their disposable income on food than consumers in any other country, reports the U.S.D.A. in its report Foreign Agriculture.

In 1976 Canadians spent 13.8% of disposable income for food, down from 14.9% in 1970.

Food Expenditures As A Percent Of National Disposable Income

	1970	**1976**
Australia	19.3	16.7
Denmark	18.8	19.2
France	18.1	16.7
Italy	28.0	26.5
Japan	20.3	20.5
U.K.	22.4	21.5
U.S.A.	14.9	15.0
Canada	14.9	13.8

CSA TESTS FOR ENERGY CONSUMPTION

CSA is becoming the first independent organization to test appliances for the amount of energy they use.

The CSA Rexdale Ontario labs are now preparing to test a number of household appliances. Refrigerators

will be the first appliance to be tested.

A special "environment" room that will enable 10 refrigerators to be tested simultaneously is now being built and CSA hopes to begin testing in July 1978. The room will maintain a temperature of 32°C (90°F) and will measure the amount of energy used in a one-month period. The refrigerators must be able to keep butter hard and the freezer section must be able to freeze in this constant heat. Initially, CSA will test about 100 different models of refrigerators.

The Canadian Appliance Manufacturers Association (CAMA) is committed to achieving an energy reduction of 12 percent on refrigerators in four years time. CSA's testing will verify this energy reduction.

The refrigerator tests are based on CSA's newly published standard "Capacity Measurement and Energy Consumption, Test Methods for Household Refrigerators and Refrigerator-Freezers". The standard was prepared by a commitee consisting of representatives of the electrical utilities, government, manufacturers and consumers. CSA also is ready to publish energy efficiency standards on freezers, ranges, laundry equipment (washers and dryers) dishwashers and air conditioners and will likely test these appliances in the future.

CHAIRMAN OR CHAIRPERSON?

Confusion often exists about what you or others should call the person who presides over a committee or group. Should it be "chairman" or chairperson"?

The 20th convention of the National Association of Parliamentarians (NAP) in San Francisco passed the following resolution that should help you make a decision:

Whereas, Parliamentary Law has a language all its own; and

Whereas, In olden times the one presiding was the only person provided with a chair, while others sat on benches, hence he was called the chairman; and

Whereas, No parliamentary law authority or dictionary recognizes the word Chairperson; and

Whereas, Since time immemorial the term "**MISTER** Chairman" or "**MADAME** Chairman" has always been employed to differentiate between the sexes; and

Whereas, Further effort toward sex differentiation is redundant and contrived; now therefore be it

Resolved That organizations and parliamentarians of the National Association of Parliamentarians must use the term Chairman instead of "Chairperson" and be it

Resolved That all N.A.P members should habitually stress the principle that the word Chairman belongs to the title of the office the same as the title of President or Secretary.

Journal of Extension
August, 1977

ROLE PLAYING IN CONSUMER EDUCATION

Sometimes all that's needed to add that spark of interest to the classroom, or to an educational meeting is a different teaching technique — one that gets the participants involved. Role playing is one such technique that's especially adaptable to the teaching of consumer education principles.

Role playing can be used to recreate consumer situations. Door to door sales, consumer complaints, obtaining credit, comparative shopping, advertising techniques (bait and switch) are just a few of the consumer situations that lend themselves to role playing.

In role playing, players improvise their script as they go along. The parts of a role play consist of a summary of each player's role as well as a brief description of the situation to be enacted.

The situation is a summary of the scene to be played. The role players need a little more information — an explanation of each of their roles. There should be some conflict between each of the roles — each role player is concerned with her own specific needs. The conflicts are generally resolved as the scene is enacted.

For example, to provide information on guarantees and warranties, a consumer complaint situation could be expanded into a role play. In the situation description the problem would be described — the refrigerator that failed to work shortly after purchased — the store that promised bargain prices. The various roles might include the consumer, the store clerk, and the store manager. The situation and players could then be described in more detail, the details written on index cards and participant volunteers requested.

Members of the audience are involved too. They should watch the dynamics of the role play by noticing which issues are discussed, which decisions are made, and which reactions occur. Encourage the observers to consider how they would react if they were the role players themselves.

To get the role playing underway, the players (volunteers) come to the front of the room. The situation is read out loud to the entire group and the audience watches the drama unfold — action is cut before the scene ends while interest is still high so you continue to have the attention of the audience. As well, you want the players to be feeling their roles when you de-role them.

De-roling is an interviewing process in which the leader asks questions of the players. Some of the following questions may be asked:

How did you feel about your role?

Did your role fit you well?

Have you been in similar situations before?

Would you have acted differently in real life?

This interviewing helps the players summarize what they have learned in the role play. This process also helps players apply what they have learned when they encounter a similar situation using their own money in a real store. De-roling helps the players drop their roles and return to themselves — this way no resentment occurs.

Audience feedback is important to generate discussion about issues raised. From this discussion the consumer principles involved can be more fully explained.

It takes a little preplanning to establish a situation and two or three roles that portray a consumer conflict. But the results in terms of interest, learning and involvement will likely be well worth the effort. Why not try role playing in your consumer education class.

"What's New" can be your column.

Keep fellow home economists up-to-date by sending information about effective teaching techniques, new technology, new product concepts, unusual home economics careers or interesting ideas to:

Jean Wilson
Alberta Agriculture
O.S. Longman Bldg.
Box 8070
6909 - 116 Street
EDMONTON, Alberta T6H 4P2

Your ideas and suggestions would really be appreciated.

Abstracts of Current Literature

Submitted by
Mary Morley, Ph.D.
Mount St. Vincent University, Halifax, N.S.

Preventive and therapeutic benefits in relation to cost: performance over 10 years of Mothercraft Centers in Haiti. Kendall W. King, William Fougere, Rhyland E. Webb, Gretchen Berggren, Warren L. Berggren and Adrien Hilaire.
The American Journal of Clinical Nutrition.
Volume 31. Number 4. April, 1978.

Home economists interested in programs to reduce severe malnutrition in the developing countries will find this article very useful. The cost analysis presented in the report, one of a series describing Haitian Mothercraft Centers, their operation, training, feeding programs and effectiveness, should encourage nutritionists and all public health workers. Measures to evaluate the effectiveess of these centers are described and tables are included to show the improvement in the children and their siblings as a result of their involvement in the program.

During the period when the data was collected — for the most part, 1968 - 1975, the total number of centers varied between 20 and 65. Change in percent standard weight of children admitted is given. Over the period of the study, 85% of the children responded satisfactorily, with a percent gain ranging from 3.1% to 8.1%. About 90% of those showing no improvement had health problems, tuberculosis, bronchio-pneumonia or other infections or diseases that good nutrition alone could not cure. Public Health workers will be encouraged by the preventative impact of the center. Youngsters admitted at 65% standard weight, discharged at 69% standard weight were, on average, 72% standard weight 21 months later. The mothers had learned how to sustain the better growth pattern. Younger siblings of children admitted to the center did not show symptoms of severe manutrition, attesting to the fact that the overall child care in the homes of the trained mothers improved.

Changes in food consumption during and after the operation of a Mothercraft Center are also presented. Nutritionally significant increases were seen in the consumption of meat products, milk, dry beans, cereals, avocados, melons and papayas. In these centers, food used is that available in the local market and within the purchasing power of the families served by the center. The increased intake of animal protein resulted from the encouragement of goat milk consumption and fish. These figures are all the more interesting when the cost is examined. The data presented shows that the cost of providing lifetime protection from severe malnutrition was approximately $10.00 per child.

Readers of the article will find interesing information on Mothercraft Centers

in Haiti, and will find the methods of evaluation of their effectiveness useful in applied nutrition programs. The references are a further source of detail that will be helpful to any home economist with an interest or career in international nutrition.

Sleeping in Comfort on Very Cotton Comfortcale. 1978
American Fabrics and Fashions, 112: 36 - 37

Cotton Incorporated and Cannon Mills have combined their expertise to bring to the consumer a new bed sheet fabric, a 60% cotton/40% polyester blend, trade marked **Comfortcale.**

This new blend has been engineered to meet consumer demands for comfort, washability and no-iron performance in home an apparel fashions. The higher percentage of cotton, in the blend, gives greater comfort and an increase in the acceptance of a durable press treatment that was developed especially for the fabric. Although the treatment weakens the fiber, there is sufficient synthetic fiber to provide strength.

Added benefits of increase in cotton content are a better color range and more opacity, both essential to the creation of aesthetic designs.

Based on the success of a 60/40 Natural Blend fabric in men's shirts on the market in 1975 and the results of a research indicating consumers 2-to-1 preference for predominantly cotton sheets, it is expected that **Comfortcale** will create a revolution in the home fashion market and lead the trend to higher cotton content in bedding. This may well pave the way for a reassessment of current blends on the market.

Adjacent to the article the reader is provided with information re the purpose, procedure, results and conclusions drawn from the market research showing consumers preference for more cotton content in bed sheets. This does indeed support the producer's assumption that **Comfortcale** will expand the bedding market substantially and that they are providing "the right product at the right time".

Will textile researchers ever solve the secrets of spider's spinnerettes?
Dr. D.M. Hall, E.C. Mora and R.M. Broughton 1977
Textile World, 127: 44 - 45

Dr. D.M. Hall and fellow researchers at Auburn University, Textile Engineering, are conducting a photomicroscopy study of the spider's secrets of incredible strength and flexibility in relation to weight, with the object of producing a significant new textile.

The silk of spiders is a sclero-protein consisting of amino acids with side chains of glycine, alanine and serine, and is produced from numerous different glands. The silk leaves the "spinnerettes", at the back of the abdomen, in liquid form and hardens immediately. Webs contain both multifilaments and monofilaments in their formation.

The article includes interesting photographs of highly magnified webs from various spider types, and a table showing the comparative tensile strengths (kg/in), breaking loads (grams), web diameter (mm) and elongation (%) of these spiders.

This interesting article indicates that the intriguing world of textiles will continue to bring to us many new innovative and creative fiber products.

HOME ECONOMICS REGISTRATIONS IN CANADIAN UNIVERSITIES 1977-78

University	Title of Home Economics Dept.	Bachelor's Degree	No. of Years Required for Degree	Number of students enrolled in Home Economics Program - full time						Total No. of full-time Home Economics Students (undergrads)	Part time students	Other	No. enrolled
				1st yr.	2nd yr.	3rd yr.	4th yr.	Masters	Doctor				
British Columbia	School of Home Economics	B.H.E.	4	46	106	77	103	Full time 9 Part time 3	1	332			
Alberta	Faculty of Home Economics	B.Sc.H.E.	4	101	89	88	92	36		370		Special students Visiting students Auditors	49
Saskatchewan	College of Home Economics	B.S.H.Ec.	4	46	62	38	31	6	1	177	11		
Manitoba	Faculty of Home Economics	B.H.Ec.	4	136	83	88	88	47		395	21	Special	37
Ottawa	Dept. of Dietetics	B.Sc. (Dietetics)	4			13	27			40			
		B.Sc.(H.E.)	4				6			6			
		B.A. conc. H.Ec.	3			1				1	B.Sc. (Diet.) 8 B.A. 5		
	Dept. Biochemistry	B.Sc. (Nutr. & Diet.)		25	25	6				56			
*Guelph	College of Family and Consumer Studies	B.A.Sc.	4	243	298	222	256	23	2	1,019			
Toronto	Faculty of Education (H.Ec.)	B.Ed. prereq. B.A. in H.Ec.	1							55			
New Brunswick	Division of Vocational Education	B.Ed.(H.Ec.)	4	12	20	17	11	1		60	2	B. of Teaching B.Ed.(5th yr.)	1 1

Ryerson Polytechnical Institute	Department of Home Economics	B.A.A. in Home Economics	4	120	99	88	84			391	39	Post Diploma	7
Brescia College Western Ontario	Department of Home Economics	B.Sc. H.E.	3	70	40	52	4			166	15	Special (Post Bachelors)	9
Montréal	Département dé Nutrition	B.Sc. (nutrition)	3	49	43	45		25		162			
MacDonald College McGill University	School of Food Science	B.Sc. (Food Science)											
Laval	Département de Diététique	B.Ed. (H.Ec.) B.Sc. (dietetics) B.Sc.A (consomma-tion)	3 3 3	1 30 15	2 39 8	8 32 15		Full time 5 Part time 1		11 101 38		Internship Program (40 weeks)	45
Moncton	Ecole des Sciences Domestique	B.Sc.D	4	18	20	22	25	3		88			
Acadia	School of Home Economics		4	30	22	14	21			87			
Mount St. Vincent	Department of Home Economics	B.Sc. B.Sc.H.E. B.H.E.	4 4 3	40 28 154	25 18 88	16 20 42	17 63	M.A. 10		81 83 347	16		
Prince Edward Island	Department of Home Economics	B.Sc. (H.Ec.Major)	4	20	24	10	16			70	9		
St. Francis Xavier	Department of Home Economics	B.Sc.	4	27	22	15	16			80		Service Course	40

* The students in the undergraduate and graduate programs at the University of Guelph are enrolled in four major areas of study: Family Studies, Consumer Studies, Applied Human Nutrition and Child Studies. Not all of these students will identify after graduation with Home Economics and the Canadian Home Economics Association.

Some will choose to identify with organizations and fields of interest more specifically related to their major area of study and their career choice.

The number of Home Economics Majors at the University of Windsor is 224.

Talon thread comes through without a hitch.

If your thread gets tangled when you're sewing by hand, it's probably because it wasn't made for your kind of sewing.

Most thread sold for home sewing is high-twist thread, made originally for manufacturers who use high-speed, industrial sewing machines. So when you use it for hand sewing, it tangles.

However, there's a thread that was designed just for home sewing, whether you sew by hand or machine. It's Talon® thread.

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So you see, whatever your sewing problems, Talon thread can straighten them all out.

Spool sizes for every size job.

Talon TEXTRON

Talon Division of Textron Canada Limited

New Publications & Visuals

PUBLICATION	SOURCE	COST
The Joy of Eating — A Guide to Better Nutrition	Mutual Life of Canada 227 - King's Street, South WATERLOO, Ontario N2J 4C5	Free (limited quantities)

This excellent 27 page publication, aimed at the general public, is written in a clear, concise style, focusing on major nutritional needs of the body throughout life, as well as important aspects of food, nutrition, and physical fitness directly related to good health.

Topics include pre-natal, child, teenage and adult nutritional needs, giving sound advice and workable suggestions, all based on variety offered through Canada's Food Guide principles. Shopping, snacking, and eating out are also touched on.

Constant reminders are given that schools play an important role, suggesting that nutritious snacks could be offered in place of "empty calorie" foods, and recommending that nutrition be a major topic area on it's own, as well as covered in Health Education, Science, and Physical Education programs.

One area of concern revolves around the strong emphasis given to **avoid** saturated fats in the diet. This may not be the best approach to take, in view of both the current controversy among health professionals, regarding dietary fat intake and heart disease, and the existing Canadian lifestyle. Variety in the types of fats in the diet, in addition to the reduction of total fat intake, as suggested, could have been encouraged instead.

Nevertheless, the authors obviously saw the need for such a publication and met it — most suitably,

Reviewed by:
Suzanne Tenold, R.D.
Food & nutrition Specialist
Alberta Agriculture, Calgary

PUBLICATION	SOURCE	COST
Woolens	The Fashion Office J.P. Stevens Co., Inc. 1185 Avenue of the Americas NEW YORK, N.Y. 10036	Free

Woolens! is a colorful, 24 page booklet jointly produced by the American Wool Council and J.P. Stevens Company, Inc. A short history of wool, a detailed look at the production of wool fiber, and the influence of wool on fashion open the booklet. Discussion of wool as a commodity, quality and use-and-care labeling laws, sewing suggestions, and a glossary of wool fabric terms combine to make woolens a useful classroom tool.

The Canadian Human Rights Act — A Summary	Canadian Human Rights Commission OTTAWA, Ontario K1A 1E1	Free

The Canadian Human Rights Act was passed by the Federal Parliament on July 14, 1977. As well as protecting against discriminatory practices, it also protects the privacy of personal information stored in government files. This pamphlet briefly outlines the provisions of the act.

Journal of Consumer Studies & Home Economics **- Edited by Ann M. Rees** **Blackwell Scientific Publications, Ltd.** **OXFORD, London** **Edinburgh Melbourne**	Blackwell Scientific Publications Ltd. P.O. Box 88 OXFORD, England	$37.50/yr. quarterly

This is a new British journal providing an international forum in which research can be described and discussed and ideas can be exchanged. It is designed for professionals working in consumer advice, protection and education, home economists in industry and education, and for journalists with interests in these fields. This journal includes research papers, occasional longer review articles, shorter communications, items of news and comment, book reviews, short digests and theses and correspondence.

Consumers Union News Digest	Consumers Union News Digest Dept. ND-ST ORANGEBURG, N.Y. 10962	$36/yr.

Published twice each month, Consumers Union News Digest is based on a selection of the most relevant articles that have appeared in more than 150 publications scanned each month by CU's research librarians. From these sources, about 50 separate digests are written for each issue. It's a way of being quickly briefed on a wide range of consumer issues.

PUBLICATION	SOURCE	COST
Microwave Oven Newsletters	Recipes Unlimited Inc.	$4.95/yr.
The Microwave Times		
	Box 1202 BURNSVILLE, MN 55337	6 issues

This is a newsletter aimed especially at microwave oven owners. Published bi-monthly, it features the most up-to-date news about microwave ovens and their accessories. Recipes, and a question-answer column are also included. (12 pages).

Jo Taylor's Contemporary Homemakers' Newsletter	1446 West Stuart Avenue FRESNO, California 93711	$12.00/yr. 12 issues

This newsletter contains consumer information eg: microwave to save energy, cooking tips, defrosting pointers, as well as hints and recipes. This news booklet is written in an informal style.

What's Cooking	The Original Microwave Oven Kitchens 24 Ronson Drive REXDALE, Ontario	$12.95/yr. Monthly

This is basically a recipe brochure, featuring a different food product each month. Microwave oven features are often discussed as well (4 pages).

The Microwave Energy Applications Newsletter	International Microwave Power Institute Box 1556 EDMONTON, Alta. T5J 2N7	$15.00/yr. Bi-monthly

The Microwave Energy Applications Newsletter (MEAN) includes feature columns on microwave ovens, recipes, information about microwave seminars (in U.S. and Canada) and lists available current microwave literature. MEAN also speaks out against some of the magazine articles that appear on microwave ovens. This newsletter tends to be more technical in nature, with an industry orientation.

The International Microwave Power Institute also publishes the Journal of Microwave Power. Write to the above address for membership information.

Food For Thought	Panasonic-Matsushita Electric of Canada Ltd. 40 Ronson Drive REXDALE, Ontario M9W 1B5	No charge Monthly

This newsletter is written by Eileen Harwood, primarily for Panasonic microwave representatives. It includes information (e.g.: microwave cooking utensils) recipes and demonstration ideas. It's not available to consumers — but home economists working in the field of microwave ovens can be added to the mailing list.

Happenings

Dr. Edith Rowles Simpson Honoured

The contributions of Dean Emeritus Edith Rowles Simpson to the College of Home Economics, University of Saskatchewan, were recognized recently when a plaque in her honour was unveiled at the College.

Kay Ferguson, a home economics teacher at Thom Collegiate in Regina and a 1946 graduate, gave a personal, as well as a professional tribute to Dr. Simpson. Kay recalled how, as a student, Edith Rowles organized the first Home Economics Student Society and was its first president. During her years as an extension worker, she enriched the lives of many rural women and contributed to the improvement of rural Saskatchewan lifestyle.

Dr. Simpson was described as a competent, tireless leader whether working with girls' camps or as Dean of the College of Home Economics. She also has a firm philosophy of home economics which she not only taught in her classes but lives every day. In her own words, "home economics is a vital force in the life of an individual". She exhibited

Dr. Newman Haslam, returned academic vice-president of the University of Saskatchewan unveiling the plaque honouring Dr. Edith Rowles Simpson.

this vital force in her many academic, professional and community activities. The Canadian Home Economics Association benefited particularly from her term as president and the Saskatchewan Home Economics Association was formed as a result of her efforts.

Dr. Simpson was a graduate in Household Science from the University of Saskatchewan. In 1939 she earned her Masters of Science degree from the University of Wisconsin and her doctorate in Education from Columbia University in 1956. From 1950 to 1965 she was a full time faculty member. In 1965 until her retirement in 1972, she was Dean of the College of Home Economics. As well she found time and energy to write a book, "Home Economics in Canada", and researched and prepared numerous publications and articles.

Mrs. Ferguson quoted one of Dr. Simpson's colleagues, who said, "I think of Edith as an initiator and facilitator. So many fine things which have happened in relation to home economics at the University of Saskatchewan and in Canada have happened because she had the ability to see the need for them . . . and the vigor and insight to bring them about . . .".

* * * * * * * *

Alberta Home Economics Association "Fellow"

Betty Mullen receiving presentation of award from Dr. Verna Lefebvre.

The Alberta Home Economics Association awards the title of "Fellow" to members of the association who have made, or who are making, a distinct contribution to human welfare which in some way strengthens home and family life in Alberta.

This year the award went to Elizabeth (Betty) Mullen, a long-time member and active supporter of the Alberta Home Economics Association. Betty Mullen received her B.Sc. H.Ec. degree from the University of Alberta. She proceeded to a dietetic internship and worked as a dietitian in both Canada and the United States. In 1962 she was secretary for the association and later served as vice president and then, as president of the Alberta Home Economics Association. In 1967 she became editor of the **A.H.E.A. Newsletter**. She has been editor since that time and is now reaching into her eleventh year in this position. Her efforts to improve the calibre of the Newsletter over the years have been tireless and persistent. Her contribution to the profession through the Newsletter would have been sufficient reason for nomination for the award. However, she performed other services as well. As chairman of the Edmonton Home Economics Association Scholarship Committee, she spearheaded a fund-raising drive that benefited both the Edmonton Home Economics Scholarship Fund and the Y.W.C.A. Building Fund, a real contribution to service in the greater community as well as the profession. Over the years she served the Edmonton, the Alberta and the Canadian Home Economics Association in various capacities. In addition to her responsibilities for the **A.H.E.A. Newsletter,** Betty Mullen is also a co-editor of the **Canadian Journal of Home Economics.**

The title of "Fellow" was presented in appreciation of Mrs. Mullen's contribution to A.H.E.A. as well as in recognition of her outstanding accomplishments for the profession, recognized

integrity, leadership, and service to the Alberta Home Economics Association and the community.

* * * * * * * *

New Appointment to Journal Staff

Jean Wilson has been appointed to replace Pat Mascaluk as Feature Editor for the CHE Journal. Pat has recently married and moved to Regina. We shall miss her contributions to the Journal but wish her every happiness as Mrs. Glenn Cooper.

Jean comes to us with a background in consumer science and home management and a great deal of enthusiasm. A University of Alberta graduate in home economics, she earned her Master's in Consumer Science at the University of California. After teaching home economics at the University of British Columbia, she moved to Calgary where she was Home Management Specialist with Alberta Agriculture and program chairman for the Calgary Home Economics Association. Presently she is Home Management Specialist with Alberta Agriculture in Edmonton.

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St. Francis Xavier Celebrates Jubilee

1978 is the 50th Anniversary of the Home Economics Department at St. Francis Xavier University, Antigonish, Nova Scotia. Plans are in progress for the eventful celebration which will take place during the Homecoming Weekend, October 21 - 23. Graduates and professors (past and present) are looking forward to a great reunion.

To add to the festivities of the 50th Anniversary Celebration, the Home Economics Department will host the Annual Conference of the Nova Scotia Home Economics Association, October 26 - 28. The theme of the Conference is "The Role of the Home Economist in a Conserver Society".

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Mount Saint Vincent Fifty Years Old

The fiftieth anniversary of Home Economics at Mount Saint Vincent University Halifax, N.S. will be celebrated during the Thanksgiving weekend, October 6 - 8. All home economics alumnae, faculty, former faculty and friends are invited to return to the campus to take part in the Golden Jubilee Celebration. The Mount Saint Vincent University Home Economics Department is undergoing a complete 'face-lifting'. In addition to a new look, two up-to-date laboratories for food science and communications and expanded clothing facilities will be ready for use when classes resume in September.

The Home Economics Department has also received a grant from CIDA to undertake a two-year nutrition training program in the Dominican Republic under the supervision of Alleyne Murphy, to investigate better utilization of the local food supply to meet the nutritional needs of the pre-school children.

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60th Anniversary

During 1978 the Faculty of Home Economics, University of Alberta, will be celebrating its sixtieth anniversary. 1979 has been proclaimed by the United Nations General Assembly as Inter-

national Year of the Child. Due to the relevance of issues pertaining to children to the discipline of home economics, the Faculty of Home Economics plans to co-ordinate a one-day symposium October 21, 1978 for which noted speakers will present papers which relate topics within the three areas of specialization of home economics to the study of the child.

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1978 Kellogg Nutrition Symposium

An exciting give and take of nutrition information by experts and laymen took place on March 20th at the Kellogg Nutrition Symposium in Toronto. Over four hundred enthusiastic participants listened to the experts expound on current aspects of nutrition and human behavior.

One research paper covering "The Normal Effects of Nutrients on the Brain" was presented by Dr. Richard Wurtman of M.I.T., who discussed the possible clinical use of choline in some brain diseases — schizophrenia and possibly, Parkinson's disease. The next paper focused on "Nutritional Approaches to Mental Illnesses", presented by Dr. Morriss Lipton of the University of North Carolina, who discussed the increase in the number of hyperactive children and the great need for more research. Dr. Gilbert A. Leveille of Michigan State University in his paper "Current Concepts of Overweight and its Control", dealt with this difficult problem, with however, no fool-proof formula to offer for this age-old nutritional problem.

Two interesting and practical papers were given on the need for more nutritional education. Miss Nicole Saint-Jean Demers reported on the School Lunch Program, involving 300,000 students which she had instituted in the Montreal School System. The next paper on "Nutritional Implications of Eating More Meals Away from Home" was presented by Dr. Paul A. Lachance, Rutgers University. Economic and Social changes have given rise to the two-income family with more meals eaten away from home, probably with a great loss in nutrients for the individual. Hence Nutrition Education needs to stress the nutritive value of foods to help the consumer choose those combinations that will provide the best possible meal for adequate nutrition. The challenge is for more and better education in nutrition! The delightful hospitality offered by Kellogg Salada Company will long be remembered.

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Research Newsletter

The first issue of the Faculty of Home Economics Research Newsletter was published by the Faculty of Home Economics, University of Alberta this spring. Its purpose will be to report on recent and current research projects. The research function has always been an integral part of the University of Alberta. As the University has expanded and developed, so too, have the research activities of the Faculty. From 1918, when Household Economics was established as a Department at the University of Alberta, to the present day, research has added very significantly to its growth and development. Doris Badir is Dean of the Faculty. Emphasizing the Faculty's commitment to research, in September, 1977, Betty Crown was appointed Associate Dean, with responsibilities in the areas of research and post-graduate studies. The Research Newsletter will be published quarterly.

Public Service Pamphlet

The Manitoba Home Economics Association, along with the Manitoba Home Economics Teachers' Association and the Dietetics' Association of Manitoba has recently published an information pamphlet titled "Help Yourself to Home Economics Services." The pamphlet lists government offices, bus-

inesses and educational institutions which offer home economics consultation. A series of symbols alongside each listing clearly indicates what type of services (i.e. nutrition, budget information, textile advice, appliance selection, child care advice) are offered by the individuals or groups on the list.

At present the pamphlet is being distributed in low rental housing complexes. A follow-up is being undertaken as well. By means of a brief questionnaire insert, the recipients are asked if he/she was aware of any of the services offered and if he/she has taken advantage of them. The pamphlet has been well received to date.

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New Building for UBC

Plans are under way for the new home economics building at the University of British Columbia. The new site will be located on East Mall immediately west of the new Library Processing Centre.

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1977 General Foods Award

A simple plan to help nutrition conscious dieters and a career dedicated to teaching nutrition, have won Rita Mulroney of Halifax the 1977 General Foods Award for Excellence in Nutrition Communication. Miss Mulroney, who holds a Masters of Science degree in nutrition and is assistant director of dietetics at Victoria Hospital in Halifax, receives the $1500 award for her "outstanding effort in communicating nutrition in a sensible and useful manner". She was recently appointed an honorary member of the Faculty of Medicine at Dalhousie University.

The Award for Excellence in Nutrition Communication is one of the ways General Foods meets its objective of promoting greater public knowledge of nutrition. Eligibility for the fourth annual award was broadened in 1977 to include all Canadians involved in telling the nutrition story. The previous winners were: Monda Rosenberg of the Toronto Star, Montreal writer Louise Lambert-Lagacé and Gloria McDade of the Toronto Sun.

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Metric Workshops

The British Columbia Home Economics Association held a Metric Workshop on April 7 and 8th at the Airport Inn, Richmond, B.C. They felt fortunate in being able to coordinate this workshop with the spring meeting of the Sector 9.50 Committee of the Metric Commission which correlates the Metrication of Consumers, Home Economists and Retailers.

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The Quebec Association of Home Economics Educators organized an excellent workshop in Metrication held in early March with separate session on foods, housing and clothing. Montreal Home Economics Association members were invited to attend.

A.S.A.C. Activities

On March 8, 1978 the executive of the apparel industries at the University of Guelph at a day long session entitled "Dialogue on the Research Needs of the Canadian Apparel Industry". The session was co-sponsored by the Department of Consumer Studies. Speakers were Fred Bryan, Executive Director of the Apparel Manufacturer's Association of Ontario, Mel Fruitman of the Retail Council of Canada, Darryl Poirier of the Textile and Clothing Board, Dr. Marjorie Wall and Dr. Richard Vosburgh, both of the Department of Consumer Studies.

The Association was founded in 1972 in Manitoba by a group that was greatly concerned over the lack of communications between persons with research and development interests in the area of apparel. Its draft constitution and by-law was ratified at its first annual meeting in Kingston, Ontario in 1973 and a national charter was granted in 1974.

ASAC is a non-profit organization which has set as its purpose and goal the encouragement of research studies related to apparel in any of its various types, whether these be subsumed under the broad labels of aesthetic studies, behavioural studies, cultural studies, economic studies or structural studies. In addition, the Association aims to foster communications between researchers and users of such research, whether these people be employed in manufacturing, retailing, government, consumer services or higher education, through meetings and seminars, and eventually the publication of a journal.

ASAC is organized into a general assembly and governed by an Executive. A quarterly newsletter is published. The Association aims to focus attention on research studies in the following areas:

AESTHETIC
: related to the design and appearance of apparel and dress.

BEHAVIOURAL
: related to human sociological and psychological behavior involving apparel and dress.

CULTURAL
: related to the history, ethnicity, and evolution of apparel and dress.

STRUCTURAL
: related to the physical structure and assembly of apparel and dress,

and

ECONOMIC
: related to the process of marketing and consumption of apparel and dress.

The permanent address of ASAC, is:

ASAC
c/o School of Household Economics
The University of Alberta
Edmonton, Alberta T6G 2E2

CANADIAN HOME ECONOMICS ASSOCIATION CONFERENCE '78

ECONOMIC CHANGE — CHANCE OR CHOICE?

Tuesday, July 25th to Friday, July 28th, 1978
CALGARY CONVENTION CENTRE

CHEA Conference '78 Box 1342, Postal Station T,
Calgary, Alberta T2H 2H6

CHEA CONFERENCE COMMITTEE

Welcome! The following members of the committee are enthusiastically planning an excellent **conference to educate, stimulate,** entertain and **SATISFY YOU.**

They are **as follows:**

Back Row:

Cheryl Corbeil (Exhibits), Patti Rathwell (Exhibits), Arlene Smith (Exhibits), Arlene McKay (Program), Donna Egglestone (Meals), Mary McIntyre (Hospitality), Carol Liddle (Treasurer), Suzanne Lawrence (Advertising), Marion Kelly (AHEA Liaison), Joanne Good (Special Groups).

Front Row:

Bette Purves (Registration), Carolyn Kaiser (Registration), Barbara Cousens and Marilyn Kaiser (Co-Chairperson), Joan Bloxon (Accommodation).

Missing:

Carol Blyth (Registration), Marjory Halliwell (Publicity), Barbara MacDougall (Publicity), Betty Wolfe (Accommodation), Barbara Megley (Special Events), Donna Horton (Special Events).

See you July 25 - 28 in Calgary!

LIST OF EXHIBITORS

The Exhibits Committee is pleased to advise the members of the Association that the following companies will be among those exhibiting at the conference to be held at the **Calgary Convention Centre.**

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Pellon Chemotextiles Ltd.
Talon Division of Textron Canada Limited
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Home Economics & 4H Division & Food Marketing
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Standards Council of Canada
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CANADIAN HOME ECONOMICS ASSOCIATION

#203, 151 Slater Street, Ottawa, Ontario K1P 5H3

APPLICATION FOR MEMBERSHIP

Please Print in block letters

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□ Sr. □ Ms. ______________________________

Last Name First Name and Initial

Maiden Name (if applicable)______________________________

HOME ADDRESS ______________________________ ________ Phone

________ City ________ Province ________ Postal Code

EMPLOYMENT ADDRESS ______________________________ ________ Phone

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________ City ________ Province ________ Postal Code

PRESENT POSITION ______________________________

II EDUCATION

University, College or School Attended Include Name and Address of Director of Home Economics	Duration of Study	Major	Degree or Diploma received	Date

III HAVE YOU HELD PREVIOUS MEMBERSHIP IN C.H.E.A.? Yes □ No □

IV PRESENT OCCUPATION — please check Sections A and B (one category in Section A)
This information is required for the Membership Directory

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□ Educator
□ Extension
□ Government
□ Graduate Student
□ Homemaker
□ Nutritionist
□ Social Worker
□ Other

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□ university
□ post secondary
□ secondary school
□ primary school
□ supervisor
□ communications
□ consumer studies
□ equipment
□ family studies
□ food
□ hospital
□ textiles

V Cheque □ Money Order □ enclosed in the amount of $______________

Date ______________ Signature ______________

CONDITIONS OF MEMBERSHIP OVER

CONDITIONS OF MEMBERSHIP

Membership Classes

There are five classes of membership: active including life, associate, student, reserve and honorary.

Active Members

1. Active membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:
   a. a degree in Home Economics from a recognized university, or
   b. a degree in a related field from a recognized university who by interest and activity serves the goals of the Association or,
   c. was a member in good standing of the unincorporated body known as the Canadian Home Economics Association at the time of the incorporation of the Association and who maintains continuous membership in good standing of this Association.
   d. The Board of Directors may grant active membership to one who, after five years of associate membership in the Association, is deemed to have made an active contribution to the Association or the profession.
2. An individual who has had continuous active membership for at least ten years immediately prior to applying for life membership may become a life member subject to the approval of the Board of Directors.
3. An active member, in recognition of outstanding contribution to the Association over a period of years, may be awarded a special honorary life membership, subject to the approval of the Board of Directors.

Associate Members

Associate membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:

A secondary school certificate and:
a. a Home Economics diploma granted by a recognized college or School of Technology after two years of successful study, or
b. a provincial Home Economics teacher's certificate, or
c. a provincial teacher's certificate with additional training in Home Economics equivalent to at least one year of successful study.

Student Members

Student membership shall be granted to a person enrolled in a *full-time* undergraduate program at any Canadian university, faculty, college, school or department which is eligible to send voting delegates to the A.C.H.E.S. convention.

Reserve Members

Reserve membership may be granted on application to the Board of Directors to those who qualify as active or associate members, and who are now:
a. graduate students enrolled in full-time post graduate study in home economics or a related field for a minimum of six months of the membership year May 1 - April 30.
b. home economists employed on an average of less than 10 hours per week.
c. retired.

Honorary Members:

Honorary membership is granted by unanimous vote of the Board of Directors to a non-member who has rendered exceptional service to the field of home economics.

FEES — Active and Associate members (annual) .... $ 50.00
Life Membership 750.00
Student members (annual) 15.00
Reserve members (annual) 25.00
Membership includes $12.00 subscription to the Canadian Home Economics Journal published July, October, January and April.
Membership year ends April 30.

MOVING? NAME CHANGE?

If you are moving or changing your name, be sure to advise the CHEA. Attach the mailing address label from your current Journal in the space below and send the form to C.H.E.A. six weeks in advance of your move.

Attach Mailing
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Mail to: C.H.E.A., 203 Burnside Bldg., 151 Slater St., Ottawa, Ontario. K1P 5H3

NAME ....

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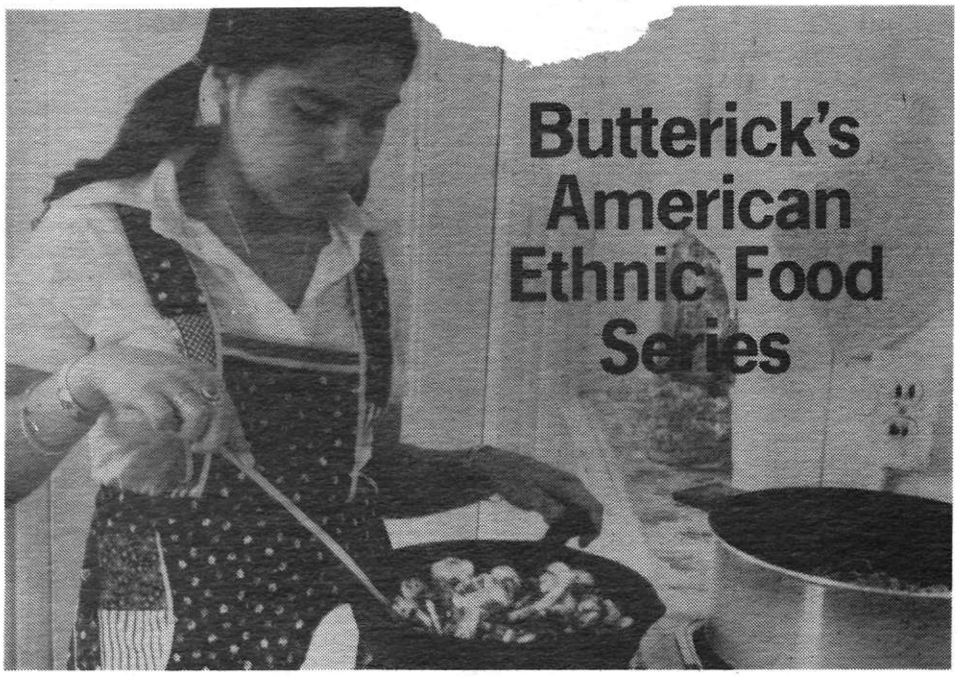

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Italian Food

How to prepare a nutritious Italian meal of lasagne, green salad with Italian dressing, Italian bread and fresh fruit. Ingredients to use for authentic Italian flavor. Techniques for peeling and chopping onions, mincing garlic and chopping fresh parsley. How to keep meat from sticking to the pan and noodles from sticking together.

Chinese Food

How to produce an authentic meal of stir-fried beef and vegetables with rice and tea. Safe cutting, mincing and peeling techniques. The importance of slicing properly so vegetables cook evenly and quickly, adding the proper color and crunchy texture to the finished dish.

Mexican Food

Instructions for preparing an authentic Mexican meal of tacos and guacamole. Assembling equipment and ingredients. How to test avocados and tomatoes for ripeness. Tips for peeling avocados, onions and tomatoes. Blanching. The difference between simmering and boiling.

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The menu includes potato soup with cucumber, German-style meatballs with noodles, sweet and sour cabbage, salad with German-style dressing and strawberry Bavarian cream. Students go through the recipes, utensils and cooking procedures needed for each dish.

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Prepare a turkey dinner in the traditional style. Using foods available at the supermarket, authentic recipes are given for Indian pudding, stuffing with wild rice, sunflower seed cakes, pumpkin soup, succotash and wilted green salad, with special tips on timing and preparation.

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